Canadian Home Economics Journal

Revue Canadienne d'Economie Familiale

Winter 1979 Volume 29, No. 1

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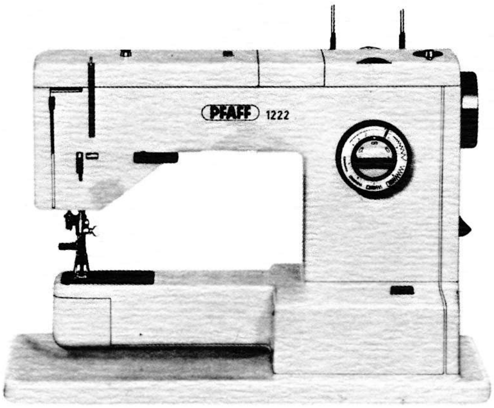

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Winter Issue 1979 **Volume 29 No. 1**

President's Message 2

Children — Our Valuable Resource 3
Guest Editor, *M. Affleck, Ph.D.*

Hommage à Evelyn LeBlanc 4
H. Rochette-Le Hir, M.ed

The Elizabeth Empey Lecture Series 5

Federal Contribution to the International Year of the Child 5

* * *

Focus on the Developing Child 6

The Development of Children's Rights 7
L. Brockman, Ph.D.

Food and the Child 9
S. Foman, M.D. and E. Ziegler, M.D.

* * *

Research Supplement

Perspectives on Housework and Housewifery 13
R. A. Sydie, Ph.D.

* * *

Microcounseling 25
D. Kieren, Ph.D.

A Philosophy of Home Economics Education 29
N. Veeman, M.Sc.

The CHEA Metric Committee 33

Converting Consumers — Can We Help? 35
G. Hartley

* * *

Abstracts of Current Literature 37
Happenings 39
Book Reviews 40
What's New 42
Occupation of Members by Province 43
New Publications & Visuals 44
CHEA Scholarships 45
Conference '79 47
Questionnaire Report 48
Metric Conversion of Retail Scales 48
Index — Volume 28, 1978 49
General Advertising Rates, CHE Journal 50
Index of Advertisers 50

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President's Message

The year 1979 is significant to members of the Canadian Home Economics Association. It marks the fortieth year of the organization, founded in 1939. To commemorate the event, the April issue of the Journal will present a retrospective glance at our history and activities.

This year the new executive committee of the Association set up in Winnipeg, Manitoba, is using the conference call at executive meetings. At the other end of the telephone line and participating in the discussion through the speaker phone are Nola Wade, Executive Director, at the CHEA office and May Maskow, president-elect, at her office in Toronto. This method of communication is proving to be very helpful.

A third mark for this year is that, with this issue, the membership journal has designed a new format in keeping with recommendations that we do our part in observing the concept of "the conserver society".

The Executive has held a number of brainstorming sessions this fall in addition to the regular monthly meetings. We felt the need to spell out goals and objectives for the present executive — to provide us with a frame of references for action and also some performance indicators whereby we can measure what we earnestly hope will be successful progress during the two years.

There is nothing very new in the goals and objectives that distilled from our wide-ranging discussions about the kind of professional association that we want CHEA to be. President's messages to members have been outlining these points in slightly different words with each successive group of officers. The statement of Executive goals for 1978-80 reads as follows:

"To improve the *meaning* of CHEA by:
- meeting the needs of the members.
- increasing communication within the Association and with the public.
- having active achieving committees.
- increasing the involvement and number of members."

We have tentative action plans for each of these four points and hope to receive the ideas of the members of the Board of Directors at the mid-year Board meeting, scheduled for January 12-14th, 1979, in Winnipeg.

We have purposely set our goals high believing that, if CHEA is to have real significance to the profession and the community, we cannot be satisfied with half-hearted effort — for example — the number of members. We need a great increase to give weight to our position papers and resolutions, to encourage advertisers to use the *Journal,* to justify other publications, to stimulate and encourage our student members. Our goal: 3000 members i.e. double the present level. We know that there are home economists working "out there" who need to be encouraged to support efforts to increase the importance of our professional organization. The best method to use: each one get one. Can we do it? Not without the help of everyone in the Association. Would it make a difference? You can be sure that it would!

What is going on right now? The Conference 1979 Committee is hard at work. CHEA was represented at the Nutrition Education-Role Call conference in Ottawa in October. Position papers are being prepared by several committees. The student members in ACHES have held their annual conference at Acadia University. Your president was very pleased to have had a share in the Golden Jubilee program of the Home Economics Department at Mount St. Vincent University and appreciated the opportunity to meet with Nova Scotia home economists as well as a stopover in Ottawa for briefings at the National Office.

Best wishes to all in the new year,

Elizabeth Feniak

THE EXECUTIVE COMMITTEE OF C.H.E.A.
(from left to right)
Dr. E. Feniak, president
Marlene McDonald, Manitoba director
Barbara Baczynsky, secretary
Gail Watson, vice-president

Guest Editor
Dr. M.A. Affleck
Department of Elementary Education
University of Alberta

N.F.B. Photo by Pierre Gaudard — 1965 Serge and Francine Gaudard walking in the forest at St. Paulin, Québec.

Children — Our Valuable Resource

The last two decades have witnessed many new developments in our understanding of young children and our concerns for them. Recent authorities on child development have persistently emphasized the crucial nature of the early years of a child's life. As a result, much greater importance is now being attached to the provision of abundant and appropriate opportunities for growth in these early years. Other specialists in child psychology have recently exploded popular myths about the growth patterns and developmental potential during childhood. Consequently, today we are gaining greater appreciation and respect, not only for the child himself, his potential and his needs, but for those who provide for these young people in our society. Concerns about parenting skills, day care, children's rights, nutrition, child abuse and other aspects of child care are receiving much more concentrated attention than ever before in our history. It is to be hoped that in 1979, during this special period declared by the United Nations General Assembly to the *International Year of the Child,* we can crystalize some of these emerging ideas about the potential and needs of young children and then succeed, through our continuing efforts, to improve the quality of life for all young children and their families, not only in our country but throughout the world. Of all the valuable resources we have in this world today, our children are by far the most precious. Eventually, the future preservation, development and potential of our humanity will one day rest upon, and abide in them.

HOMMAGE
à

Mademoiselle EVELYNE LEBLANC

EVELYNE LEBLANC, un grand nom!
une grande dame!
une grande éducatrice!

Une grande figure du monde de l'Economie familiale n'est plus! La mort d'Evelyne LeBlanc, survenue à Québec en octobre 1977, n'est pas sans nous assombrir et nous frapper très durement.

En effet, mademoiselle Evelyne LeBlanc, femme de coeur et de tête d'une très grande distinction, a joué au Québec et au Canada un rôle prépondérant d'éducatrice et de pionnière. Sa renommée s'est étendue jusqu'à l'étranger et ses mérites ont été reconnus par diverses institutions.

Retracons briévement les étapes de sa vie et de sa carrière. Originaire de la Gaspésie, elle fit ses études à l'école classico-ménagère de St-Pascal-de-Kamouraska, école affiliée à l'Université Laval, et commença sa carrière en 1916 en organisant l'enseignement post-scolaire féminin rural dans la province de Québec. Elle était le première femme à s'engager dans le domaine.

En 1923, elle devint la première économiste bilingue en sciences ménagères à l'emploi du ministère de l'Agriculture à Ottawa, fonction qu'elle occupa jusqu'en 1944 où, à la demande du Cardinal Archevêque de Québec, Mgr Rodrigue Villeneuve, elle prit la responsabilité de la direction du Service de l'Enseignement ménager au Département de l'Instruction publique. Là encore, elle fut la première et la seule femme à exercer de telles fonctions.

Elle demeura en poste jusqu'au printemps de 1949 où elle fut nommée conseillère technique pour les questions artisanales et ménagères auprès du ministère de l'Education de la Saskatchewan. Quelques mois plus tard, elle était chargée de l'organisation de la section française du Service d'information aux Consommateurs du ministère de l'Agriculture pour tout le Canada.

Toutes ses activités professionnelles ont été complétées par un engagement personnel dans toutes sortes de causes et auprès d'associations à buts très divers, soit comme membre, présidente ou fondatrice: l'Association des techniciennes laïques en Sciences ménagères, l'Institut canadien du film, l'Association canadienne des éducateurs de langue française, la Ligue catholique féminine, etc. . . .

A soixante ans, après s'être acquittée de certaines fonctions, à titre d'agent de recrutement auprès des étudiantes à l'Université d'Ottawa, elle est nommée "Doyenne des étudiantes" de la même université. C'est, avec les deux doctorats "Honoris Causa" qu'elle a obtenus: le premier, en Sciences sociales en 1957 de l'Université Saint-Joseph du Nouveau-Brunswick et le second, en Sciences domestiques en 1961 de l'Université Laval de Québec, le couronnement d'une carrière consacrée à l'effort, au travail, à la recherche et à la remise en question.

Sa disparition creuse un vide immense dans nos rangs. Nous, ses disciples et collègues de l'Economie familiale, lui rendons hommage et la remercions de nous avoir tracé la route à suivre d'une façon aussi éblouissante.

Evelyne LeBlanc, adieu et merci!

Henriette Rochette-Le Hir, M. éd.,
conseillère pédagogique en Economie familiale
à la Commission des Ecoles catholiques de Montréal

Federal Contribution to International Year of the Child

OTTAWA — The Honourable Monique Bégin, Minister of National Health and Welfare, recently announced that the federal government will contribute one million dollars to the private sector for projects and activities for Canadian participation in the International Year of the Child.

The federal contribution for the International Year of the Child will be administered by a Canadian Commission composed of representatives of the federal and provincial governments, voluntary organizations and Canadian citizens who have contributed to the improved well being of children and families.

The one million dollar contribution is in addition to other projects to be undertaken by federal departments as the administration costs of the Commission. The latter will be paid for by the Department of National Health and Welfare.

Miss Begin looks forward to the Year of the Child providing all Canadians with an opportunity to concern themselves with the quality of life and care of children across the county. Parents are especially invited to participate in this undertaking. "The Year of Child comes at a point in time for us to evaluate what impact the rapid growth of the sixties has had on the children of Canada and what share of public services and resources should be theirs in order to meet their needs", added the Minister.

The Minister noted she would recommend to the Commission that the federal contribution be used to support projects targetted towards children's services involving both parents and children. In addition to the happy events associated with such an international year devoted to children, Miss Bégin feels that Canadians would wish to hear of programs that will have a durable and long-lasting effect on the quality of life of young Canadians. "It is evident that families have pressing needs for particular services to assist them in the care required by children. It is hoped the Year of the Child will generate in each community a desire to develop these services", the Minister said.

The national commission, in addition to administering the one million dollar federal contribution, will endeavor to raise public and private funds to support Year of the Child activities and projects. Its other major purposes will be to create an awareness of the needs of Canadian children and to act as an information and resource centre for all provinces, communities, private groups and individuals interested in the Year.

Ref.: N.-René Mercier
Tel.: (613) 995-8465

The Elizabeth Empey Lecture Series

The announcement of the establishment of the Dr. Elizabeth L. Empey Lectureship in Home Economics was made at a luncheon held on October 21, 1978 in conjunction with a symposium to celebrate the 60th Anniversary of the Faculty of Home Economics at the University of Alberta.

Dr. Empey resigned as Dean of the faculty in 1976 and retired from the university as of June 1978. Her contribution to the Faculty of Home Economics, the University, the professions of home economics, dietetics and nutrition has been outstanding. Dr. Empey will be remembered for her foresight and leadership. She contributed to the development of the School of Household Economics from its status within the Faculty of Arts and Science, with a staff of 5 and 67 students in 1960, to an autonomous Faculty of Home Economics with 24 full time academic staff and 400 students in 1976.

Dr. Empey's quest for excellence, her discretion and over-riding cheerfulness will long be remembered around the University campus, and by professionals whose lives she touched. She is currently Chairperson of the Alberta Home Economics Association Ad Hoc Committee on Registration, and has been an active member of the Committee on Continuing Education for Dietitians. As recognition of her contribution to dietetics she was the recipient of the Stuarts' Branded Foods Ltd. Award for Outstanding Achievement in Dietetics for 1977.

Contributions to the E. Empey Lectureship should be payable, by cheque, to the University of Alberta, and sent to:

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T6G 2M7

Contributions should be designated as being for the *Dr. Elizabeth L. Empey Lectureship in Home Economics.* Such contributions are income tax deductible and an official receipt from the University of Alberta will be sent to each donor.

Arthur (1973) argues that children should not be equal as people, that they should have less liberty and protection relative to the level of maturity of a particular child at the time. He describes the gradual increase in the child's capabilities and the consequent increase in his responsibilities.

> "A child at birth has no ability to choose between optional courses of conduct. Gradually he learns to recognize increasingly complicated facts. Gradually he learns to forecast the consequences of increasingly complicated acts. Gradually he learns to compare the advantages and disadvantages of increasingly complicated available alternatives. He should be given freedom to choose between alternatives only when he can recognize each alternative, forecast its consequences, and compare the advantages and disadvantages. Without such maturity, his choice between available alternatives may be needlessly harmful to himself, or to others. But for every choice which he is too immature to make, as for every need he is unable to provide, he is entitled to the protection of a mature person who will make the choice and provide the need in his best interest. (pp. 136-137)"

Thus the amount and kind of care and protection a child requires should complement his level of development at the particular time. The maintenance of the fine balance of this complement, which is the responsibility of the parent or caregiver, requires continual observation for the newly acquired abilities of the child and provision of the opportunity and freedom to apply a newly developed ability to choice situations. The specific responsibilities of a child are then seen as contingent upon the specific abilities he has developed. Hence, as the child becomes less and less dependent on others to provide for his needs he is also capable of assuming more responsibilities and concomitantly his rights approach equality with those of adults.

It follows, therefore, that the parent or caregiver is responsible for support, care, and protection in respect to those capabilities the child has not yet developed. This is not, however, a responsibility which gives the parent a right to the child; rather, the parents are sharing in the child's basic responsibility to develop his potentials. The child's achievement of independence and maturity is a mutual responsibility. Consequently, the parent has the responsibility to protect the rights of his child and as the child develops abilities to choose among alternatives specific areas of responsibility transfer from parental protection to the child. If the developing nature of the child is taken into account, discussion of children's rights drops out of the all-or-none dilemma thus allowing the child to be seen as human with rights corresponding to his capabilities.

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Food and the Child

By Samuel J. Fomon, M.D. and Ekhard E. Ziegler, M.D.

Just as a person might drive a car perfectly well without understanding how the motor works, a parent does not have to be a nutritional expert to provide children with a well-balanced diet. But in each case certain guides and percautions are necessary.

As the car needs a supply of energy (gasoline), the body needs energy from food. Food should provide enough but not too much energy (calories). The best guide to determining the "right" amount is usually the child's own appetite.

As the car needs oil to function properly, the body needs certain "essential nutrients." These are components of food (for example, vitamins or iron) that the body must receive on a more or less regular basis — enough but not too much of each. If the child eats a well-balanced diet, chances are good that all essential nutrients will be supplied in sufficient amount. The emphasis is on "balanced." Any monotonous or bizarre diet is likely to be lacking in one or more essential nutrients.

To help people select well-balanced diets, it was suggested many years ago that foods could be divided into four basic food groups (shown in a chart in this artilce). The idea is that if you eat one or more servings from each group each day, you may be reasonably sure your diet is balanced.

It is worth remembering that in North America, too much food is a more common problem than too little.

More people are obese than undernourished. Vitamin-deficiency diseases are uncommon.

Many basic foods such as cereals now list on the package the percentages of the Recommended Daily Allowance (RDA) provided per serving. The Recommended Daily Allowances are official recommendations of a group of scientists about how much protein, iron, calcium, vitamin A and other components of the diet we should eat each day, on the average, to be on the safe side. For most foods the RDAs provide a rather wide margin of safety over the minimum required to keep a child or adult in good health. In some cases the RDA is as much as three times the minimum requirement.

With this background information in mind, it is useful to consider some questions parents frequently ask.

The child who won't eat. This is one of the most frequent concerns of parents. Should the parents rush out and buy vitamins? Or make an appointment with the doctor?

First, if the child otherwise seems well, there is no emergency. Remember that requirements and recommendations don't mean your child has to get the specific amounts of foods *every* day. Vitamin deficiencies generally develop over months rather than days.

But what about the child who doesn't seem to have been eating enough for several weeks or even months? Again, if the child is otherwise well and active, this need not be a cause for alarm. Children's appetites vary and it is quite common for a child, especially a toddler or a preschool child, to lose interest in eating. Usually this is temporary.

We all recognize that children like attention and refusing to eat is one way to attract it. Children who do not eat much for a few days because they are not hungry will quickly recognize the signs of worry in parents and may then persist in refusing food because of the attention it brings. It is generally best to offer attractive food in small portions but not to urge the child to eat.

In relation to body size, children need more food than adults and it is commonly believed that children need more food because they are growing. Actually, for the child beyond infancy, only a small percentage of the calories eaten is used for growth. Most is needed for activity. Children generally are more active than adults and use up a lot of energy in activity, so that an eight-year-old boy may usually eat nearly as much as his father who weighs three times as much. But if the son has spent the entire day in school and has, like his father, been relatively inactive, he may need only about one-third as much food as his father. In most cases where children appear to eat "too little," they may actually be eating the amount that is right for them.

What if my child won't drink milk? In some cases a child, especially one over three or four years of age, may be unable to digest milk (usually because of the carbohydrate naturally contained in milk) and if given milk to drink may develop diarrhea, stomachache, headache and other symptoms. This condition is more common in black than in white children. Many children with the problem are able to drink some milk (for example, two ounces) without symptoms and these children usually are able to eat foods that contain milk, such as many baked goods.

Canada's Food Guide

Eat a variety of foods from each group every day

Energy needs vary with age, sex and activity. Foods selected according to the guide can supply 1000-1400 calories. For additional energy, increase the number and size of servings from the various food groups or add other foods.

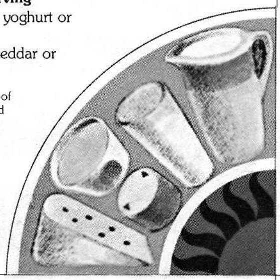
milk and milk products

Children up to 11 years	**2-3 servings**
Adolescents	**3-4 servings**
Pregnant and nursing women	**3-4 servings**
Adults	**2 servings**

Skim, 2%, whole, buttermilk, reconstituted dry or evaporated milk may be used as a beverage or as the main ingredient in other foods. Cheese may also be chosen.

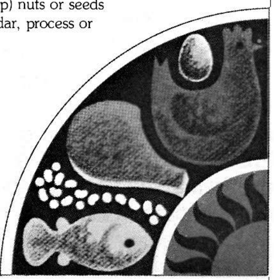
Examples of one serving
250 ml (1 cup) milk, yoghurt or cottage cheese
45 g (1½ ounces) cheddar or process cheese

In addition, a supplement of vitamin D is recommended when milk is consumed which does not contain added vitamin D.



meat and alternates
2 servings

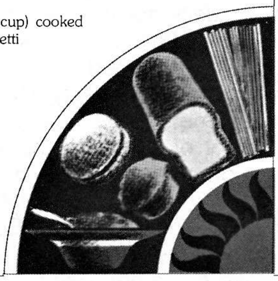
Examples of one serving
60 to 90 g (2-3 ounces) cooked lean meat, poultry, liver or fish
60 ml (4 tablespoons) peanut butter
250 ml (1 cup) cooked dried peas, beans or lentils
80 to 250 ml (⅓-1 cup) nuts or seeds
60 g (2 ounces) cheddar, process or cottage cheese
2 eggs



bread and cereals
3-5 servings

whole grain or enriched. Whole grain products are recommended.

Examples of one serving
1 slice bread
125 to 250 ml (½-1 cup) cooked or ready-to-eat cereal
1 roll or muffin
125 to 200 ml (½-¾ cup) cooked rice, macaroni, spaghetti

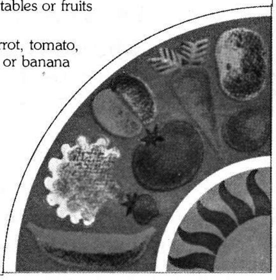


fruits and vegetables
4-5 servings

Include at least two vegetables.

Choose a variety of both vegetables and fruits — cooked, raw or their juices. Include yellow or green or green leafy vegetables.

Examples of one serving
125 ml (½ cup) vegetables or fruits
125 ml (½ cup) juice
1 medium potato, carrot, tomato, peach, apple, orange or banana



Milk is important in the diet as a source of calcium for development of bones and teeth. However, many children refuse to drink milk but scientists have not found their bones to be lacking in calcium. After two years of age, even a child who won't drink milk will probably get enough calcium in his food, mostly from milk used in cooking and baking.

Because overweight in our society is a bigger problem than underweight, it is generally better for children to drink skim milk or "2 per cent milk" than whole milk. (Skim milk is not recommended for infants.)

What about cholesterol? Many researchers and physicians now believe that the fatty deposits in blood vessels (atherosclerosis) that lead to heart attacks and stroke begin in childhood. Decreasing the amount of cholesterol and animal fat in the diet may help to prevent atherosclerosis. Thus, many families now drink skim milk rather than whole milk, prefer lean cuts of meat, use margarine rather than butter and limit their intake of eggs and shellfish.

If you have a family history of heart disease or stroke, it would be wise to have a doctor check your family for the amount of cholesterol in the blood. if some members have high values repeatedly, you should discuss with your doctor the availability of special precautions to take in planning the family meals.

Should I give vitamins? The answer in most cases is that such pills are harmless but unnecessary. If the child is otherwise well and eats a varied diet, he will get enough vitamins from his food. If he has some sickness that lasts more than a few weeks, he may need additional vitamins. Your doctor should be asked about this, and about circumstances in which your child for any other reason seems to be eating an unusual diet, so that you can give the right kinds and amounts of vitamins.

Although vitamins are rarely needed for otherwise healthy children, flouride pills may help prevent tooth decay.

What we eat and tooth decay. It is now known that tooth decay ("cavities") will not occur unless the right kind of bacteria are present in the mouth and sugars are present so that the bacteria are able to grow and multiply. In addition, when the bacteria and sugars are present, some teeth are more susceptible to decay than others.

At present, about four out of five ten-year-old children have decay of their permanent teeth and many adults eventually end up with false teeth because of tooth decay or gum disease that began in childhood. By understanding what causes tooth decay, it will be easier to see the importance of what we eat.

When certain bacteria grow in the mouth, they manufacture what are called "plaques" — tough sticky patches of material that cling tightly to the surfaces of the teeth. The bacteria live under these plaques. When sugar gets into the mouth, the bacteria use it to grow and multiply. However, the sugars are not completely used up by the bacteria. Acids that come from the sugar eat away the surface of the tooth beneath the plaque.

The best ways to prevent tooth decay are (1) cutting down the number of times that sugar is available for the bacteria to make acid; (2) making sure that the child (or adult) gets enough fluoride; and (3) brushing and flossing

Food usually comes in kilograms and grams

the teeth in a careful manner that will help to prevent and remove plaque.

It is not so much the amount of sugar that a child eats as it is the frequency of eating, the type of sugar and the length of exposure of teeth to sugar. If a child drinks a cola in five minutes, the sugar will be mostly gone from the mouth in 20 minutes. If the child sips the same drink slowly over half an hour, sugar is available to the bacteria for a much longer time. Eating one piece of sticky candy could mean that sugar would be present in the mouth for a long time. Some dentists suggest that children be permitted to eat all the candy they want once a day, but then brush their teeth thoroughly (attempting to remove plaques) after the candy has been eaten. Children with opportunities to eat candy, cookies, sugar-coated breakfast cereals and soft drinks frequently during the day are likely to develop extensive tooth decay.

Instead of sweet foods, snacks can be fresh fruits and vegetables, bread or crackers with margarine or peanut butter, lean meat, "2 per cent" or skim milk or unsweetened fruit juices. For children over three years of age, nuts and popcorn are also good snacks but they are not safe for younger children.

The best way to make the teeth resist decay when they are exposed to bacteria and sugar is by drinking fluoridated water. Fluoride joins with calcium and other body chemicals to make the surface of the tooth harder. Fluoride also seems to have some effect on the bacteria in the mouth, probably interfering with their growth. Fluoride drops or chewable fluoride tablets can be used as a substitute if your drinking water is not fluoridated.

Obesity. Because the body's store of energy consists mostly of fat, obesity means excess storage of energy.

Storage of energy increases if intake and output of energy are out of balance. Imagine an exactly balanced (horizontal) see-saw with activity on one end and food intake on the other. The energy (calories) from food exactly equals the energy used up. If the food intake amounts to more calories than are used up in activity, the see-saw becomes over-balanced in the direction of too much food intake and weight is gained. If calories used up in activity are greater than those taken in, the see-saw becomes over-balanced in the direction of activity and weight loss occurs.

It is unusual for either children or adults to become obese in a period of weeks or months. Usually obesity develops slowly through just a small amount of overbalancing of the see-saw every day for several years. For example, if food intake included one tablespoonful of sugar more than needed every day for 10 years, a person might gain 20 pounds.

The amount of activity necessary to use up a certain amount of calories is different for different persons. Also, as already mentioned, a small amount of extra food intake is needed by children for growth.

Fat theories. Some years ago it was suggested that overeating during infancy and early childhood causes the body to form an excessive number of fat cells. According to this theory, once these fat cells are formed, they will never disappear. According to another theory, a person may inherit genes that control the number of fat cells so that an excessive number of fat cells may be present at birth, pretty nearly assuring the eventual development of obesity. Even if partially emptied of their fat, these fat cells are thought to be eagerly waiting to be refilled. Such theories offer a rather dismal view of the usefulness of attempts to correct obesity.

Actually, there is little evidence to support the idea that overfeeding during infancy or early childhood does result in an excessive number of fat cells. A theory that seems to us more reasonable is that habits of overeating that are set in infancy may be enormously difficult (but not necessarily impossible) to change later. We are all aware of common practices that could help to encourage a habit of overeating. How often have we seen a parent encourage a baby to drain the last drop from the bottle? How often have we told our preschool children to "clean your plate"? How often have we explained to our school-age children that it is wrong to waste food, emphasizing our point by insisting that they eat the portion they have served themselves or that we have served them?

Suggestions. Two conclusions are suggested. First, parents should reward children with approval and praise when they eat in moderation and should not encourage them to overeat. The infant should not be urged to empty the last drop of formula from the bottle and the child should not be urged to clean his plate. Second, in treatment of obesity it may be necessary to work on changing habits of eating and habits of activity rather than on dieting. If habits can be changed, a person may not only lose weight but maintain the weight loss.

Because obesity means that too high a percentage of the body consists of fat, it can only be corrected by a decrease in that percentage.

Much patience is required in dealing with the obese child who is not motivated to correct the problem. No amount of motivation of the parents can substitute for motivation of the child. A holding pattern of action is indicated. The goal should be to decrease the rate of weight gain as much as possible until the child is ready to put more personal effort into correcting the obesity. Increased activity should be made attractive for the child. Enjoyable physical activities not only burn calories but may distract the child from undesirable snacking habits. Low-calorie rather than high-calorie foods should be made available.

It is particularly important for the child to assume a major role in any program of weight reduction. It will just not work for the doctor and the parent to reduce the child's weight. The child must be given a major responsibility and, with proper moral support and encouragement, many children over nine or ten years of age may be eager to reduce their calorie intakes, keep a food diary and strive to avoid further gain in weight.

Changing eating habits later in life is very hard. Establishing sound eating habits from the beginning may not be easy either, but it is surely a more promising approach and it offers a more healthy future.

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Perspectives on Housework and Housewifery

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ABSTRACT

In the past the work of housework and the role of the housewife have been topics ignored in sociology. The discussion attempts to examine the role requirements of housework and housewifery in terms of the current research and relate the findings to the social location of the family in terms of the work role of the husband. The study suggest that an examination of the dimensions of the housework and housewifery role in terms of the position of the marital pair to the labour market provides a preliminary theoretical framework for the more rigorous examination of housework/housewifery.

ABSTRAIRE

Le travail à la maison et le rôle de la ménagère sont des sujets d'étude totalement ignorés de la sociologie jusqu'à présent. Notre exposé tente d'analyser les conditions nécessaires au travail de le ménagère à la lumière des recherches actuelles et de rattacher ces résultats à la situation sociale de la famille, et en particulier au travail du mari. Cette étude suggère que si l'on examine le travail de la femme à la maison dans l'optique de la situation du couple vis-à- vis de la marche du travail, on établit un cadre théorique préliminaire à une analyse plus rigoureuse de travail à la maison.

Housework as a research area for sociology is a relatively new phenomena. Oakley (1974) suggests that the invisibility of the housewife and her work in much of the research is a consequence of a persistent male bias in sociological research topics and that housework as a low skill, low status, unpaid activity undertaken only be women, has meant that it held little direct interest to researchers. The area in which women "emerge" in sociology is the family, but; ". . . the largest segment of sociological literature concerning women is focused on their roles as wives, mothers and housewives — but not on the housewife's role as **houseworker.**" (Oakley, 1974:17) Lopata (1971) looked at the role of the housewife in terms of her self-definition and the social learning process according to the urban-suburban location of her sample. As an examination of the constellation of tasks, and attitudes towards those tasks, the Lopata study is useful, but limited according to Moffat, in the fact that differentiation is not tied to "class, work history, family size, age or any other theoretically interesting variable." (Moffat, 1976:91).

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A major part of the problem in the examination of housework, or the position of women generally in social life, is related to the need to rethink the traditional sociological models. As Acker (1973) and Eichler (1973) point out in regard to traditional stratification models, the measurement of status by occupation and the assumption that the occupation of the male is the salient variable produces a distorted picture of women's position in the class structure. In the sociology of work, the over-riding assumption is made that paid activities comprise work, and as such house**work**, as an unpaid activity does not fall under the scope of such a special interest.

The assumptions made about the relationship of women's paid work to their domestic labour perpetuate the division between the family (viewed as an autonomous unit) and the occupational world.[1] In discussions dealing with the two areas, the focus has been uni-directional and largely in terms of the impact of the husband's occupation upon the family, and the adjustments, and conflicts the occupational demands place upon the family unit. Examinations of the wife's role as houseworker and the hidden contribution such work makes to the support of the husband in paid work have been rare until recently (Smith, 1973; Benston, 1971). The separation of the family unit from the productive sphere, theoretically and in fact, tends to obscure the ways in which they are related. However, Meissner et al. indicate,

> Women and men have a different relationship to work organizations, to the class structure, and to the means of controlling the value of different kinds of labour. Their circumstances are constrained by this difference, and their personal conduct in domestic decisions for example, can ameliorate the constraint but cannot undo it.[2]

In recognizing the interrelationship of the domestic and productive spheres there remains a tendency to see the work of women in the domestic sphere in uni-dimensional terms. Oakley (1974:182) summarizes the characteristics of housework, as monotony, fragmentation, and excessive pace, and compares the houseworker to an assembly line worker. Caplow (1954) sees housework as the only occupation that has no qualifications attached, such as specific aptitudes or intelligence, and suggests that,

> One of the reasons for the widespread maladjustment of housewives may be inferred from the circumstance that the same job requirements are imposed on morons and on women of superior intelligence. There is no age requirement either. Girls of ten years and upwards may be able to keep house competently; and it is frequently done by women in their eighties.[3]

Whilst housework involves a certain minimum of cleaning and cooking and general house maintenance, the various tasks can be differentiated and in addition performed in a variety of ways. The differentiation of the tasks performed may be related to the dimensions of the woman's role as wife and/or paid worker and the status of the husband's occupation, and the presence or absence of children. Meissner et al. suggest that the structure and meaning of domestic work is best regarded as "culmulation of 'demands'" for the household, that women accumulate through four factors, 1) husband, 2) establishment of a household, 3) two paid jobs, and 4) children.

> Marital dependency, whether the women works or not, changes the cumulation of demands into the "cumulation of women's dependent labour".[4]

In the following discussion housework and housewifery are first differentiated in terms of the role requirements. Housewifery as a dependent status is examined in terms of its relationship to the husband's occupation, and housework is examined in terms of its common and variable characteristics. Speculations are made regarding the meaning and satisfaction/dissatisfaction possibilities of housework in terms of the above variables. In conclusion, the discussion attempts to provide a preliminary theoretical framework for a more rigorous examination of the meaning of the housework/housewifery phenomena.

Housewifery

All married women are assumed to be housewives, but not all women are in fact full-time housewives, and furthermore, not all women who are housewives are necessarily houseworkers. As is the case for the conceptualization of housework, the role of housewife may be differentiated despite the fact that it is also a role that has no formal qualifications or methods of evaluation of the skills required on the job. A married female may be a housewife, mother, houseworker as well as paid worker in the productive process. The interrelationship between the five dimensions may be a fluctuating one and the meaning each combination has for the woman involved may vary as a consequence of the combination undertaken. That is, the role combination of wife, paid worker and houseworker, has different objective and subjective meanings to that of wife, housewife and mother. In addition the performance of any of the roles may be discontinuous; the wife may become an ex-wife, but retain the mother and houseworker roles — and possibly acquire a new role as paid worker.

The nature of the wife's role requirements may vary in terms of her husband's occupational status and the expectations that his status imposes upon her role. Smith (1973) indicates that the role of the corporate manager's wife differs from that of the wife of the working class husband. In the case of the latter, her role is performed in terms of the needs of the family unit, modified by her dependence on her husband for the means to satisfy those needs. In contrast, for the corporate manager's wife, his occupation rather than the personal needs of the family members becomes the source of the ". . . external determinations of the household order, its image, the value and character and competencies of the child as a product of her work, the nature of her particular services, emotional and sexual to the man in the home, proceed from that external order as standards and requirements to be met."[5]

Parker et al. (1067:49) in a summary of the findings of the Rapoport's (1965), Gold and Slater (1958) and Blood and Wolfe's work (1960), indicate the relationship between the husband's occupational role, family role, and wife's role in terms of her husband's occupation.

Table I suggests that only in the area of the collaborative effort in which both members are part of the "business' to some extent, does the occupational sphere impinge upon the domestic sphere. The collaborative efforts of the wife in the table suggest the continuation of a form of pre-industrial labour in which the separation of work and home is absent. As such the wife may be said to have an occupational role in the same manner as that of the husband.

In the neutral relationship of work and family, the supportive characteristics of wife's role take the form of emotional support for his occupational performance and the provision of a "happy home", rather than any direct involvement or influence in the husband's occupation. It is assumed that the supportive role differs from the peripheral where the "home" is expected to provide compensations for work demands and, consequently, the demands a wife may make upon the husband, domestically, are expected to be minimal; ". . . to repair the damages exacted by his work the miner tends to expect a wife to feed and comfort him, making few demands in return."[6]

The data from other studies suggests that wives themselves articulate their roles in relationship to their husband's job as supportive, peripheral or collaborative. With regard to the supportive role, Lopata (1971:94-104) indicates that many of her respondents believed that women could have a strong influence upon their husband's careers, although "Most of them are careful to explain that, although "some women" have such influence, they themselves do not." Lopata suggests that the idea that some women are influential reflects the social class of the respondent in that lower class women believed that upper class wives "teamed up with their husbands" and had considerable direct, personal influence on his career than was, in fact, "acknowledged by those persons whom they are presumably describing." Lopata divides the forms of influence wives may have upon their husband's occupation into three types;

> . . . direct involvement in the social circle of the husband's job, direct influence upon the husband himself, and indirect influence by providing a "happy home" from which he ventures out to work.[7]

The first two types of influence Lopata describes are variations of the supportive role described in Table I above, that wives play in terms of the husband's occupation, and the degree to which that influence is occupationally direct may be seen as a function of the occupational status of the husband. These types of influence may be compared to the situation Smith describes for the corporate manager's wife, in which the home ideally provides an alternative to work but remains structured in terms of the appropriate corporate image. For Smith the support of the wife becomes a two-edged sword in that,

> First, if she is to support him in his role, there is virtually nothing she can do that does not become transposed in this relation to support the very system which violates him . . .
>
> Secondly, insofar as the wife plays her own corporately-bestowed role of 'good homemaker', she must maintain the image of the external order in the home. But the imaged order in which her husband's successes are made visible becomes that order in which his failures may also be apparent.[8]

The indirect influence of the "happy home" is related to the peripheral role played by the wife, and is characteristic of wives of husbands with low occupational status; Smith's working class. Komarovsky (1967:154) in her study indicates the wife is generally excluded from the work world of the blue-collar respondents. The monotony or technical nature of the job was seen to preclude the interest of the wife, and talking about the job had connotations of "griping" which the men regarded as unmanly. For Komarovsky's respondents, work and home were, and should be, kept separate and home should provide a "haven" from work demands.

> It isn't nice to bring your work home. Homes are not for that. At home you raise children and relax . . . When you're home you want to ease up and not have to keep on your toes.[9]

The collaborative role of the wife is perhaps the one role that has been the subject of little research. Some indications of the demands that the role entails may be extracted from accounts of peasant families in which work is an extension of the domestic sphere and in which the division of labour is one that defines the woman's role as both primary houseworker as well as productive labour. In this context the wife's role is different from that of her husband in that she performs two functions within the collaborative effort. Some recent research indicates, however, that the double role played by the wife is not necessarily diminished in the case of higher status occupational collaboration. For example, in Oakley's research the following timetable is illustrated.

> . . . Mrs. Benson, an architect married to an architect (they both work at home), begins her description of a weekday thus:
>
> 7:55 Remind son of time
> 8:45 Mend daughter's nightdress
> 9:15 Organize a party and the day's laundry
> 9:45 Go to shops, laundry, chemist . . .
> 11:05 Get office coffee, hang out day's laundry
> 11:40 Work finally started
>
> During the same period Mr. Benson got up at nine, read his mail, started his office work at ten, and worked through till lunch at one.[10]

In examining the three roles played by the wife in terms of her husband's occupation the overriding assumption is made that the husband's familial role is primarily that of economic support and that domestic work is not part of the male family role. Even in the collaborative situation the inter-relationship of the various roles is in terms of productive work, not the interpenetration of the productive work with domestic work and joint effort in both spheres that such a label might imply.

The analysis of the connections between work and family in terms of work is, however, a reflection of the nature of housework and the salience of occupational status for the social roles, psychological state, and ideological structures of adults in our society. To the extent that women as wives have no independent status separate from that of their husbands then the occupational position of the husband is regarded as the primary determinant of her housewifery. As a consequence the characteristics of the role will vary in terms of the variation in the nature and status of the husband's occupation. Whether the role is supportive, collaborative or peripheral, however, it has a universal property associated with it — that of houseworker.

Housewifery, or the status wife, is a critical transition point in the relationship of women to housework. This would appear to hold irrespective of the level of actual or potential independent status the women might have in paid employment.[11] As Fogarty and the Rapoport's (1971:242) study of British university graduates indicated, "the population, even the most educated part of it, still regards domestic activities as overwhelmingly a female sphere." Recent work in the area of marriage and the family has tended to suggest that a more egalitarian approach to the division of labour in the home has been characteristic of the last two decades, (Blood and Wolfe, 1960; Wilmott, 1973). However, the evidence from housewife/housework studies suggests that little modification has occurred in the actual performance of work in the home or in the belief that such work is female work, (Oakley, 1971; Lopata, 1971; Fogarty, Rapoport and Rapoport, 1971; Meissner et al., 1975; Vanek, 1978). Whatever the degree or nature of the division of labour with regard to housework, a persistent qualification appears to lie in the management of the division of labour as opposed to the performance of specific tasks. The distinction is summarized by Miller as follows;

> . . . I help in many ways and feel responsibile that she have time to work on her professional interests. But, I do partial, limiting things to free her to do her work. I don't do the basic thinking about the planning of meals and housekeeping or the situation of the children; I will often do the shopping, cook, make beds, "share" the burden of most household tasks; but that is not the same thing as direct and primary responsibility for planning and managing a household and meeting the day-to-day needs of children.[12]

As the role of the wife varies in terms of her husband's occupation, then the nature and performance of housework is subject to similar variation. The following section will examine the variability of housework in terms of the housewife role and the participation of the husband in such work.

Housework

Housework requires no special talents and can, theoretically be undertaken by either sex. In fact some men do housework, particularly if they are single, and a few men are employed in occupations that involve work in the house, for example, the small number of male domestic servants. But all wives are assumed to be houseworkers and in contrast to those few males and many women who are domestic servants the housewife/houseworker role is not part of any occupational classification, and thus has no formal qualifications or methods of evaluation of the skills required on the job. As Lopata points out, the houseworker ". . . enters the role 'sideways', as an adjunct to the role of wife, . . .", and that housework has;

> . . . no organized social circle which judges performance and has the right to fire for incompetence, no specific pay scale, and no measurement against other performers of the same role or against circle members. It is vague, open to any woman who gets married, regardless of ability; it has no union and belongs to no organization structure.[13]

In addition, the legal status, wife, is complicated by the emotional relationship assumed to presuppose and maintain the relationship of the marital pair and the complication makes a rational division of labour in regard to housework difficult.

The lack of job specification and the assumed universality of the task for wives, and the belief that it "comes naturally" to women, gives housework a "unique quality" according to Oakley. Its unique quality lies in the "dimension of self-definition" in that women impose their own psychological structure on the activity;

> . . . women enter into a form of covert contract with themselves to be their own bosses, judges and reward-givers. Gaining coherence and self-reward in their work, autonomy is relinquished and creativity constrained.[14]

The self-definition of the housework role for Oakley's respondents was frequently derived from the housework standards of their mothers who could be positive or negative significant others.[15] Lopata (1971:154), in contrast, found that her respondents relied upon abstract, secondary sources in learning their housework role and setting standards, more than upon "mother" or other primary, personal sources. The discrepancy in the two studies may relate to the educational background of the respondents; a high proportion of Lopata's respondents had some university training in contrast to the one woman in Oakley's sample. In the case of the women with some university training there is likely to be a greater facility with and acceptance of secondary sources as significant knowledge than might be the case for those women with less education. However, a high proportion of women in Lopata's study indicated that they felt women were not adequately trained to be housewives, reinforcing Oakley's observation that it is a diffuse role having only one criterion — it is a female task.

It was indicated earlier that in the recent examinations of the nature of housework there is a tendency to see the performance of the work as uni-dimensional and varying only in terms of the amount of time expended on the various tasks. However, within the constellation of cleaning, cooking, and house maintenance and with the addition of child care, the tasks can be differentiated and from the studies reported to date the differentiation would appear to have significance in terms of the women's preference among the various tasks and the nature and extent of a husband's participation in the housework-child care duties.

A particular dichotomy developed by Parsons and Bales (1955) to differentiate behaviours within groups was extended by Zelditch to the interrelationship of the family and the economy in terms of sex differentiated roles.[16] Paid labour is instrumental, task orientated behaviour and performed by men, with women perhaps standing "in reserve". The instrumental role is a leadership role and defines both the economic and family role played by males. The expressive role is a supportive, integrative role designed to ease the tensions of the group and to restore emotional balance. Women in their role as wives and mothers perform the expressive role necessary for the continued performance of the male in paid labour. The expressive role is diffuse and difficult to define in terms of the status or monetary rewards that are attached to instrumental work. As Zelditch indicates for the nuclear family;

> If the nuclear family consists in a defined "normal" complement of the male adult, female adult and their immediate children, the male adult will play the role of instrumental leader and the female adult will play the role of expressive leader.[17]

Oakley (1974:28) points out that the role distinction above obscures the nature of housework in that for the housewife-wife-mother to be "constantly person-oriented and conciliatory" then it is necessary that she not be occupied with instrumental tasks such as house cleaning, laundry, or daily shopping. Holmstrom (1973) also points to the multitude of tasks involved in housework that can only be regarded as instrumental, and the tasks performed by males in paid labour that are also expressive.[18] The division of labour that the expressive-instrumental dichotomy suggests obscures the nature of interaction not only within the family context but also in terms of the various dimensions of group interaction generally.

Examining the literature to date on the nature of housework it is suggested that the expressive-instrumental dichotomy can be modified and provide a basis for a reassessment of the nature of housework as work, and the variety of relationships such work may generate within the family division of labour.

Oakley, (1974:182) has characterized housework as assembly line work and indicates that it may be, and often is contrasted with child care. The emotional satisfaction of child care is seen to be frequently contradicted by the instrumental demands of housework;

> Competition with the demands of housewifery means that to the mother as houseworker the child is sometimes seen as an obstacle to job satisfaction; for the child, the need to juxtapose its demands with those of housework cannot but be experienced as frustrating.[19]

Lopata (1971) in asking her respondents who had the primary responsibility for various household tasks and found that:

> Forty-seven percent of the women state that their husbands never help in household tasks such as making beds, straightening, or dusting; and an additional 14 per cent refer to help from others than the husband. Thirty-nine per cent specify some assistance from the spouse, with 11 per cent claiming it to be a regular feature and 18 per cent as an emergency pattern.[20]

Forty-one per cent of Lopata's respondents husbands will help with the cooking, but the major responsibility, particularly for instrumental tasks, remains with the wife.

In terms of child care, this was the area in which the most "help" was received from the husband, but as Lopata indicates the responses were in terms of husbands being a "**help to them** in their role of mother."

> If the father keeps the child happy by playing with it in order that the wife finish another task, or even relax, he is doing it in order to assist her.[21]

Oakley indicates the same situation for her respondents in regard to child care in which the more expressive and enjoyable interactions are the areas of male "help" rather than the "work-like, routine, less pleasant aspects of bringing up children."[22] Helping with the children becomes "a favour to the wife" and frees her to perform more instrumental tasks. Oakley regards this development as unfortunate for women;

> . . . who stand to gain little from it but temporary peace to do household chores ('he plays with the children every evening so I can get the washing up done'). At the same time, they lose some of the rewards parenthood offers. Satisfaction with housework may be increased, but only at the expense of satisfaction with child-care.[23]

Fogarty and the Rapoports (1971:241-246) found that for their respondents housework has primarily the responsibility of women particularly those clusters of tasks that were instrumental. The actual division of labour in regard to household activities is indicated in Table 2. The tasks most frequently the responsibility of women are the instrumental household tasks with only "minor repairs", as an instrumental task, being the primary responsibility of husbands. When asked which household tasks were preferred by the women, three clusters of activity emerged, with the cluster including budgeting, washing, cleaning and child care being amongst the least preferred tasks. However, when asked which tasks they would prefer to delegate to others if financially able to do so, the respondents detached child care from the cluster as one of the least preferred for delegation to others. The instrumental tasks and the tasks that men participate in such as gardening, decorating and household repairs were the ones the respondents preferred to delegate, although food preparation, both everyday and special cooking, remain preferred activities for the wife.

The instrumental tasks of housework appear to be the tasks in which there is little division of labour, the main tasks performed by husbands when there is some division of labour appear to be the expressive tasks that allow some personal investment and creativity. In addition, the presumed move of modern marriages towards a more egalitarian division of labour is doubtful given the prevalence of husband's participation as "help" rather than an everyday expected part of the housework routine. The "helping" role of the husband would appear to be a phenomena that is only modified slightly according to class position. As Komarovsky indicates for her blue collar respondents;

Table 1

Type of relationship between spheres	Extension (positive)	Neutrality (minimal)	Opposition (negative)
type of occupation	farming, small shopkeeper, certain professional or craft ('mass')	technical, routine non-manual ('bureaucratic')	mining, fishing some 'impersonal' occupations
occupational characteristics	home and work location (partly) co-extensive	low visibility of occupation to family	physically or psychologically damaging work
husband's familial role in relation to occupational role	continuous with work	alternative to work	recuperation from work
role of wife in relation to husband's occupation	collaborative	supportive	peripheral

S.F. Parker, R.K. Brown, J. Child and M.A. Smith, *The Sociology of Industry*. London: George Allen & Unwin, 1967, p. 49.

Table 2+

Actual Division of Labour in Household Activities

1960 *Married Men and Women Graduates:* (Percentages of choice in most frequently chosen categories)

Wife does it		Husband does it		Both do it	
cooking	92	minor repairs	80	budgeting	44
special cooking	83			gardening	46
child care	44			clothes shopping	59
household cleaning	74			household shopping	90
washing	91			arranging social activities	70
food shopping	69				

+Forgarty, MP., and R. and R. Rapoport, *Sex, Career and Family.* London: George Allen and Unwin, 1971, p. 244.

> The change from extreme traditionalism about the division of labour does not cause radical shift in practice because only exceptional circumstances are held to warrant extensive help from the husband. Such help is considered a favour, not an obligation.[24]

Oakley, in examining some of the current research on the division of labour in marriage, suggests that irrespective of the measures of "joint" or "segregated" roles, that even where the husband performs many domestic tasks, "a fundamental separation remains: home and children are the women's primary responsibility."[25]

Examining the data on housework and the division of labour between the marital pair the following arrangement of tasks is derived in terms of the instrumental-expressive dichotomy.

In the above table some of the expressive tasks require clarification. Child care other than the physical care such as changing the diapers or feeding and washing the child is perhaps the most recognizably expressive task of the houseworker-mother. Special cooking is contrasted with the provision of meals on a daily basis for the family in the sense that such a task is part of the production of a socio-emotional, integrative event; that is, the food produced is part of or even the major focus of the social interaction. As such, special cooking may be interrelated with the task of arranging the social contacts for the family. Decorating is included in the expressive tasks on the basis that it contributes to the well-being and satisfaction of the family and may also be an outlet for the creative impulses of one of the family members. Shopping for clothes and household items is also included in the expressive list for similar reasons that decorating was included, namely as a means for the creation of the ideal image of the family. Both shopping and decorating could become purely instrumental tasks, if the family budget constrains the ability of the wife to create the surroundings of her ideal family image.

Relating table 3 to the husband's familial role discussed previously it is suggested that the variation in the tasks husbands are willing to undertake is related to the perception of home as opposed to or compared to work. That is, where home and family are regarded as alternatives to work theoretically there should be greater likelihood of some participation on the part of the husband in household tasks, than for those for whom the domestic sphere is for recuperation from work. In the situation where work and home are not separated and the occupation is a more traditional one, it is suggested that the husband's participation in domestic tasks would more probably approximate the peripheral type. In all cases, the nature of participation is likely to be help in the expressive tasks rather than the instrumental tasks, with the possible exception of minor repairs.[26]

Expressive tasks, involving some individual investment and creativity, are the more enjoyable tasks in contrast to the montony of the instrumental tasks, but it appears that it is the latter tasks that are the more resistent to any change in terms of marital division of labour. Seen in this context the distinction made by Oakley between attitudes towards the *activity* of housework as opposed to those towards the *role* of housewife, is given further clarification;

> . . . attitudes to the role of the house*wife* are in principle not the same thing as feelings about *housework.* A woman's attitudes to the housewife role may be positive — she may feel hersel to be a housewife, and agree with the idea that housewifery is an appropriate role for women, but she may at the same time dislike doing housework. The reverse pattern is also possible.[27]

Oakley found that for her respondents, irrespective of class position, housework was the "most disliked aspect of being a housewife". Differences by class were noted, however, in terms of the identification with the housewife role;

> The working-class orientation is, . . . more positive: there is a strong motivation to declare a personal identification with domesticity, and this, in turn, leads to a search for satisfaction in housework . . . the middle-class tendency is towards a disengagement from the housewife role on a verbal and cognitive level . . . instead of striving after satisfaction with housework there tends to be a recognition of housework dissatisfaction.[28]

The satisfaction expressed in the role of wife, as opposed to that of houseworker, may also be ambiguous as Bernard (1971) indicates. Bernard suggests that "happy housewives"

Table 3

Housework tasks: Instrumental — Expressive

Instrumental Tasks	Expressive Tasks
Cooking (everyday)	Cooking (special)
Cleaning	Decorating
Laundry	Child care (play)
Minor repairs	Shopping (clothes, household items)
Child care (physical)	Social arrangements
Shopping (food)	
Gardening	

confuse happiness with adjustment; those women with a committment to the socially approved role of wife will define their marriage as happy even at the expense of their own mental health.

To the extent that identification with the housewife role is related to housework and that those women "with high identification were likely to have a specification of standards and routines', then the frustrations experienced in the instrumental tasks involved are likely to raise the level of frustration in the performance of the role. This may be particularly the case when the needs of children, in the expressive sense, impinge upon the routine necessary for the performance of the instrumental tasks. In addition, the sheer number of task seen to be necessary in the performance of housework may vary and for some women high housework standards and the manner in which child care should be pursued may increase the overload of necessary tasks. Komarovsky (1967:58-59) indicates that for her working class respondents the routine of the day or the week appeared to have a "relaxed, if also a more monotonous, rhythm." In contrast to women in other classes they are not subject to the range of pressures other than the instrumental tasks of housework and child care that make time a scarce commodity;

> There is no chauffeuring of the children to and from art or dancing classes, no rushing with the children's dinner before the babysitter takes over for the parents' night out. There are no books to be finished or current magazines to be read. There is very little club work and little social life with other couples. . . . In comparison with college-educated women, then, the lives of these homemakers are narrow in range of activities and interests.[29]

In the light of the above observations, it is suggested that, the higher the identification with the role of housewife the greater the specification of housework standards and routines, and the higher the educational level of the wife the greater the responsibility of dissatisfaction with the performance of housework. In addition, the greater the identification and higher educational level, the greater the possibility that only minimal assistance on the part of the husband in housework tasks will be resented. What is implied here is that, in contrast to the sociological assumption that middle-class educated women are dissatisfied housewives, house*workers* are generally dissatisfied but that dissatisfaction with house*wifery* is related to a constellation of factors affecting the total family situation, such as the wife's expectations of the husband's familial role in terms of the household and that these expectations may vary by class.

One of the critical factors affecting housewifery and the nature of housework tasks in the context of satisfaction/dissatisfaction is seen to be the nature of the husband's occupational role. The following section examines the relationships between housewifery and housework in term of the occupational status of the husband.

Dependency and Status

It was indicated above that the status wife is a critical transition point for women in relationship to housework. The single adult houseworker, whether male or female, measures housework standards in terms of their own requirements. The personal preferences may be a consequence of parental training or receive some input from the expectations of the peer group, but the ability of the latter sources of influence to oversee the houseworker's performance on a regular basis is likely to be limited. As a housewife, however, the role implies that whatever standards she may personally favour there is at least one "other" with expectations and demands that may be at variance with her own standards and preferences. As a wife she must perform a service for others, and the evaluation of that service occurs on a daily basis. In addition, the evaluation of her performance may be subject to constraints other than the preference and demands of the immediate family group, (Smith, 1970).

Turning to the relationship between occupation and the family elaborated in Table 1, the oppositional occupational category is seen to result in the home being regarded as a place for recuperation from work, and the role of the wife in relationship to his occupation as being peripheral. From the comments of Komarovsky's respondents the separation of work and home is not only a reality but also a desirable situation. In addition, the separation of responsibility is regarded as "natural" particularly when housework and child care are related, as Oakley indicates;

> Complaints about the greater freedom of men in marriage become assertions to the effect that women's greater restriction to the home is 'only natural'.[30]

Satisfaction with housewifery may be reinforced by the assumption of a "natural" division of labour and by the knowledge that an alternative, such as paid employment for the woman, would be unlikely to provide her with either a substantial income or a self-fulfilling job. Satisfaction with housewifery does not necessarily imply satisfaction with housework, and to the extent that the wife has a high identification with the housewife role and high housework standards, her satisfaction regarding housework is dependent upon the wage earned by the husband. Where the husband's wage is seen to limit the performance desired by the wife in her housework, then dissatisfaction with housework is probable. Such dissatisfaction may have the result of decreasing negative attitudes towards paid employment. Although many women in the labour force work out of necessity, some women do indicate that they work for "extras." But the "extras" are necessities to such women in terms of the household standards they aspire to.[31] The variability of women's paid employment in this regard requires further examination. Komarovsky indicates that for some of her respondents who had jobs the women worked for the extras they regarded as household essentials despite their husband's objections;

> The standard of living is not fixed and there is no traditional yardstick to which the husband can refer his claim that his earnings are adequate. "I just as soon get along with what we have, but she wants a new living room . . . She is talking about taking a job before Christmas in the department store. She wants to make a bigger splash around Christmas time, but I am going to talk her out of it."[32]

Meissner et al. also indicate that husbands often treat the wife's employment as "temporary help in earning supplementary income or as a form of personal entertainment."[33]

For the extension category in which work and home are co-extensive to some extent, and the wife's role is collaborative, satisfaction with housework may be dependent upon time and money. The collaborative efforts of the wife may lie on a continuum from joint effort to occasional service. To the extent that a joint effort produces a substantial income allowing the delegation of many of the instrumental tasks to others, satisfaction with housework may relate to the amount of time available and importance of family relationships. However, Fogarty and the Rapoport's (1971: 342-345) indicate in dual career situations where delegation was possible, the overload dilemmas were significant for all of the couples in their survey, and time to perform all of the desired as well as necessary tasks was a precious commodity. For example, the issue of health was significant in that "there was little room for illness in the systems that were evolved", and in this context many coped with the strain by "deliberately to 'work' at leisure — to discipline oneself to take holidays, weekends in the country to 'unwind', . . .". In contrast, where both time and money are scarce then the pressures of the dual roles performed by the wife may make either or both roles dissatisfying. If the wife has an investment in the role of housewife then her satisfaction with the occupational role may be minimal and her attitude towards housework will be correspondingly coloured by her preference, and vice versa.

In the occupations labelled "neutral" in their impact upon the family where home is an alternative to work and the wife performs a supportive role, some qualification of the "neutral" designation is in order. At certain levels the extension of work into the domestic sphere can be assumed to occur, particularly if the "non-manual" designation includes managerial occupations. Parker et al. describe the relationship in this category as follows;

> A minimal relationship between work and family spheres is exemplified in families in which the husband's occupational role does not impinge on his family beyond affording it a certain style of life . . . the husband's occupational role has low visibility to his family. Occupations with regular hours, with no marked physical or psychological effects on the holder, and which do not encroach on his free time, are cases in point. . . . in the life pattern as a whole, the relationship between work and family for these people is neutral rather than one of extension or opposition of spheres.[34]

As suggested earlier the supportive role of the housewife is essentially seen as emotional support for his continued occupational performance and in this regard the assumption parallels the expressive-instrumental roles indicated by Parson's as the axis along which family roles are differentiated between the sexes. However, the type of relationship suggested above does not explain the variations in the nature of support expected of the wife, or the possibility that some occupations incorporate the supportive activities into the performance of the husband's occupation.

Smith (1970) has indicated that for the corporate manager's wife the demands of the corporation provide the framework for her definition of housewifery. The definition of her role and the standards of housework and child care are defined in terms of the economy and the occupational structure rather than the personal needs of the immediate family. For example;

> The socialization enterprise is directed towards a set of standards of behaviour, competence and motivation determined by the occupational structure and locally mediated by the school. The mother's, or rather the family's, success as a sub-contractual organization is objectively recognized in the child's behaviour and success in school.[35]

In this context the role of housewife is tied to the world of work in such a manner that the evaluation of her performance both as a wife and houseworker is external to the immediate family unit. At the same time the performance of her roles in terms of the external evaluation is tied to the ability of the husband to fulfill his occupational role. The alternative that the home provides for the husband is less an alternative than a complement to the needs of the corporate organization. The home "exists as a place where those things that do not belong in the corporate structure — can happen and be 'dealt with'."[36] The potential for frustration on the part of the wife in the performance of her roles as wife and houseworker in this context is great and the higher the investment in the housewife/houseworker role the greater the probability of dissatisfaction.

It is suggested that the supportive role indicated in Table 1 be qualified in the light of the above comments as being either supportive and subject mainly to the internal evaluation of the immediate family members, or supportive and subject to the external mediation of the husband's occupational sphere. In the first case, the role remains supportive in terms of Parker et al.'s analysis, in the second case the role becomes complementary.

In the relationships outlined by Parker et al., the situation of the upper class woman is not examined. For these women the type of relationship between the occupations of their husbands and the role they play in terms of that occupation is mediated by their affluence. The issue of housework in terms of the tasks performed may have minimal relationship to their satisfaction with the housewife role. To the extent that the instrumental tasks and many, if not all, the expressive tasks involved in the housework role are delegated, then the issue of satisfaction with housewifery becomes an issue related the factors external to the immediate domestic situation.

More generally in terms of the supportive and complementary roles, the ability to delegate some of the housework tasks, and to assume a more managerial role towards the instrumental tasks might suggest a more positive attitude towards the housewife role, although not necessarily altering dissatisfaction with the houseworker role as a general phenomena.

In terms of the relationships examined in the above text, a representation of the connections between housewifery, housework, and the impact of the occupational world upon the dependent wife are illustrated in the following tables. The indices for satisfaction with the housework role, X, Y, refer to investment in the housework standards; a high specification of standards is expressed as X, and a low specification as Y. Satisfaction with housework is expressed in terms of performance, not in terms of general satisfaction with housework per se. In other words, for the housewife with high identification with housewifery and high housework standards, whilst she may generally dislike housework, she may be satisfied in some degree with her own abilities to match the standards set for herself. The satisfaction with performance may vary in terms of the degree and type of assistance she receives in the housework tasks and the extent and manner in which the external world of husband's occupation imposes constraints.

In the above table the following relationships are suggested. Where the wife has a high level of identification with the housewife role but her collaboration is a joint occupational collaboration, then her satisfaction with the housewife role will be affected by the extent to which the occupational role intervenes in her ability to perform the housework component of the housewife role. A low identification with housewifery, whether as a consequence of an identification with the occupational role or not, means that any aids to the performance of the housework role may increase the level of satisfaction. Where the occupational collaboration of the wife is of a partial nature then the satisfaction with housewifery may be said to vary according to the level of identification with housewifery as opposed to an occupational role, and the extent to which the intervention of the occupational demands prevents or excuses her housework standards.

In table 5 the supportive internally evaluated role presupposes that the wife with high housework standards is also fully committed to the role of housewife and that the participation of the husband in some of the tasks or the ability to delegate some of the tasks is a "bonus" on top of her committment and expectations. For the woman with low standards, again any assistance is likely to increase the level of satisfaction she may have in the performance of the necessary tasks.

In the externally mediated role, the extent to which the wife is subject to pressures and expectations external to herself and the immediate family circle decreases the level of satisfaction she may attain in meeting the standards interpreted as necessary to her role. For the wife with a low committment any assistance that enables her to approximate the standards interpreted as necessary may increase her level of satisfaction with housework performance.

In table 6 the possibility of delegation is seen to be minimal if not entirely absent and consequently any

Table 4

Housework tasks and the impact of husband's occupational role as it affects satisfaction with housework performance

Wife's role in relation to husband's occupation	Housework division of labour		Satisfaction with housework performance		
	Instrumental	Expressive	High	Medium	Low
	wife's task	wife's task			XY
dual role		joint		XY	
Collaborative	delegate		Y	X	
	wife's tasks	wife's tasks		X	Y
partial role		joint		XY	
	delegate		XY		

Table 5

Wife's role in relation to husband's occupation	Housework division of labour		Satisfaction with housework performance		
	Instrumental	Expressive	High	Medium	Low
Complementary	wife's task	wife's task		X	Y
External Mediation		joint	X	Y	
	delegate		XY		
Supportive	wife's task	wife's task	X		Y
Internal Evaluation		joint	X	Y	
	delegate		XY		

Table 6

Wife's role in relationship to husband's occupation	Housework division of labour		Satisfaction with housework performance		
	Instrumental	Expressive	High	Medium	Low
Peripheral	wife's task	wife's task	X		Y
		joint	X	Y	

assistance in the performance of housework tasks is seen to depend upon the husband's participation. For the wife with a high commitment to the role and high housework standards the assistance of the husband in some of the tasks, may be regarded as a "bonus" in the same manner as that for the wife with the supportive role. For the wife with low commitments the possibility of some assistance with the housework tasks may increase her satisfaction in the accomplishment of the minimal standards set for herself.

The tables above represent only a partial view of the housewife/housework phenomena to the extent that they largely ignore, as does the discussion, the effects of women's paid employment on her housewife status and the performance of housework. The collaborative role may be a special case of the woman in paid employment. The term, collaboration, implies that the women has some direct control over the way in which work affects the domestic sphere, and any adjustments that may be required can ideally be managed on an informal basis — as opposed to the formality of approaching an outsider to the family unit such as the "boss". Vanek (1978) indicates that there are some important differences between full-time housewives and wives in paid employment. With regard to full-time housewives she indicates that the time spent on housework according to US data has varied little from the 1920's;

> In the 1920's they spent about fifty-two hours a week doing housework and in 1966 they spent fifty-five hours. . . . All the changes affecting the household have not caused women to reduce their housework time.[37]

Employed housewives, however, were found to spend about one-half of the time spent by full-time housewives on housework and that there were no significant differences in the amount of paid help or help from husbands between the two groups that might account for the difference.[38] Vanek suggests that, ". . . the time constraints of work outside the home prevent employed women from achieving the same quality of housework as nonemployed women. They must 'cut corners'. This explanation is overlooked in the popular view that employed women work with greater efficiency at home"[39]

The investigation of the impact of paid employment on housework is important for a complete understanding of the sociological realities of an increasing number of women. The decade of the 60's saw an increasing number of married women in paid employment in Canada but the effects of such a change in terms of both the economy and the family have yet to be fully investigated. Nevertheless, the investigation of "occupation housewife" apart from the paid employment of wives is equally significant as the social reality of the majority of adult women at some stage in their life. In the above analysis it has been suggested that, first housework as *work* does not have a uni-dimensional quality but can be differentiated in terms of the instrumental-expressive meanings of the tasks. Secondly, from the data available at present, the assistance of husbands in the performance of housework appears to be in terms of the expressive rather than the instrumental tasks in the interest of freeing the wife to perform more of the latter tasks.

As the household does not exist in isolation from the rest of the society and as the status of "wife" is a dependent status, the impact of the husband's occupational role was examined in terms of the expectations for the wife's role. It has been suggested that the role of the wife in terms of her husband's occupation has effects not only on her role as housewife but also upon the manner in which she performs housework, the means she has available for the performance of her work, and the level of satisfaction she may have in the performance of housework. In regard to satisfaction with housework performance the effect of the woman's committment to the role of housewife is important, and in the framework for the examination of the relationship of housewifery, housework and family status (according to husband's occupation), the possibility that the wife's committment may be a variable of class position should not be overlooked. But in examining the day-to-day realities of women's existence the construction of theory must begin with these realities and not with some pre-existing model that has been developed initially to explain the realities of male existence;

> A sociology for women would connect the world that women experience as housewives (as well as wives and mothers) to the less immediately apprehended world that shapes their everyday experiences. We may then succeed in connecting personal troubles to public issues.[40]

The above discussion is an attempt to put the current research into a framework for further investigation of the everyday realities of the majority of women.

Footnotes

1. In most of the discussion of women's paid labour a cluster of assumptions are made that suggest women work sporadically, are "reserve labour", and that on the job they are "unreliable", uncommitted to their jobs and have high absentee rates. Marchak (1973) and White (1973) qualify some of the assumptions indicated above for Canadian women in paid work.
2. Meissner, Martin, Elizabeth Humphreys, Scott Meis, and William Sheu, "No Exit for Wives: Sexual Division of Labour and the Culmulation of Household Demands". *Canadian Review of Sociology and Anthropology,* 12, (4) Part 1, 1975, pp. 424-439.
3. Caplow, Theodore, *The Sociology of Work.* New York: McGraw-Hill, 1961, p. 261.
4. Meissner et al., *op cit.,* p. 426.
5. Smith, Dorothy, "Women, the Family and Corporate Capitalism," in Marylee Stephenson, (ed.), *Women in Canada.* Toronto: New Press, 1973, p. 30.
6. S.R. Parker, R.K. Brown, J. Child and M.A. Smith, *The Sociology of Industry.* London: George Allen and Unwin, 1967, p. 48.
7. Lopata, Helen Z., *Occupation Housewife.* New York: Oxford University Press, 1971, p. 96.

8. Smith, *op.cit.,* p. 27.
9. Komarovsky, Mirra, *Blue-Collar Marriage.* New York: Vintage Books, 1976, p. 153.
10. Quoted in Oakley, Ann, *The Sociology of Housework.* London: Martin Robertson, 1974, p. 119.
11. Meissner et al., in contrast to Eichler's (1973) argument, suggest that married women with independent incomes do not reduce or alter their status of personal dependence. Paid jobs for married women, they suggest, may enhance the "display of their husband's social rank, but not their own, and the jobs which are available to them in the corporate organization of work confirm their dependent status." (p. 426). We would suggest that the nature of dependency in association with paid employment is different in terms of the occupational status of the position held by the woman. For a minority of women with high status occupational positions their dependency may be qualified in the manner suggested by Eichler.
12. S.M. Miller, "The Making of a Confused, Middle-aged Husband", in Constantina Safilios-Rothschild, *Toward a Sociology of Women.* Lexington, Massachusetts: Xerox College Publishing, 1972, p. 249.
13. Lopata, *op.cit.,* p. 139.
14. Oakely, *op.cit.,* p. 112.
15. *Ibid.,* p. 115-117.
16. Parsons, Talcott and Robert F. Bales, et al., *Family, Socialization and Interaction Process.* New York: The Free Press, 1955.
17. Zelditch, Morris, "Role Differentiation in the Nuclear Family: A Comparative Study", in Talcott Parsons and Robert Bales, *ibid,* p. 315.
18. Holmstrom, Lynda Lytle, *The Two-Career Family.* Cambridge, Massachusetts: Schenkman, 1973.
19. Oakley, *op.cit.,* p. 179.
20. Lopata, *op. cit.,* p. 115.
21. *Ibid,* p. 120.
22. Oakley, *op. cit.,* p. 180.
23. *Ibid,* p. 180.
24. Komarovsky, *op. cit.,* p. 53.
25. Oakley, *op. cit.,* p. 164.
26. The Fogarty and Rapoport's research on dual career families found, however, that for childless couples the repair tasks were undertaken by the husband alone, but with the presence of children it is one of the areas that becomes a shared activity, "and all in all it represents primarily another increase in the load of responsibilities carried by married women with children." Fogarty, M. and R. and R. Rapoport, *Sex, Career and Family.* Beverly Hills, California: Sage Publications, 1971, p. 245. The research by Meissner et al., confirms the British data in that the husband's contribution changes minimally with the increased demands on the wife with a paid job and in fact, the percentage share of the husband's contribution "declines step by step with additional demands". (p. 436)
27. Oakley, *op. cit,* p. 77.
28. *Ibid.* p. 188.
29. Komarovsky, *op. cit.,* p. 59.
30. Oakley, *op. cit.,* p. 192.
31. The label "extras" appears to be one imposed by observers in regard to some conception of paid work as having validity only to the extent that it supports others. Where the wage supports others it becomes the primary wage, and any additions from the labour of others become secondary wages. But for many women the secondary wage they earn may support the family group in achieving a desirable standard of living and the "extras" in the case are necessities for the family.
32. Komarovsky, *op. cit.,* p. 71.
33. Meissner et al., *op. cit.,* p. 426.
34. Parker et. al., *op. cit.,* p. 48.
35. Smith, *op. cit.,* p. 28.
36. *Ibid,* p. 26.
37. Vanek, Joann, "Housewives as Workers", in Ann Stromberg and Shirley Harkess, (eds.), *Women Working: Theories and Facts in Perspective.* Palo Alto, California: Mayfield, 1978, p. 401.
38. Meissner et al., also found that for employed women their hours of regular housework declined, although the husband's housework contribution remained at the same low level, and that the wives total workload increased substantially while that of their husband's declines slightly. (p. 429)
39. Vanek, *op. cit.,* p. 402.
40. Glazer, Nona, "Housework: A Review Essay," in Nona Glazer and Helen Youngelson Waehrer, *Women in a Man-Made World.* 2nd. edition. Chicago: Rand McNally, 1977, p. 367.

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*Dianne K. Kieren, Ph.D.**
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Microcounseling — An Innovative Approach to Teaching Interviewing Skills
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Several years ago, a program was initiated at the University of Alberta in Edmonton to teach interviewing skills to home economics students preparing for human service roles. This program was based on work done by Ivey (1971) in microcounseling, a method which identifies a repertoire of counseling and interviewing skills and singles each skill out for practice in role play situations.

Learning Interviewing Skills

There are many methods of teaching interviewing skills. Brammer (1973) has summarized the three basic strategies as 1) experiential, 2) didactic and 3) skills practice. The experiential method focuses on learning by doing in real life interviewing situations, whereas the didactic depends on reading and study of general principles related to interviewing. Both of these methods were evaluated as being less satisfactory than the skills practice method for teaching a basic repertoire of skills in that, in the first case, there is greater risk for clients with novice helpers; and, in the second, there is little emphasis on active practice. The microcounseling approach is a skills practice approach which divides a large group of skills into simple teachable behavioural units. The process is outlined in the diagram. It involves four basic learning steps for students: identification and study of the components of the basic skills to be learned, practice of these skills in a scaled down interviewing situation, immediate feedback from a supervisor with regard to the student's demonstration of the skills, and repetition of the skill by the student until it is mastered. As students progress in the number of skills learned, they have the opportunity to integrate practice of more than one skill in each simulated interview situation.

**Copyright © Dianne K. Kieren, Ph.D.*

The microcounseling method improves the teaching-learning process in many ways. It involves learners in an active way both in practice and in assessment of their own and other's skills, it is adaptable to the teaching of any group of identified skills, it provides immediate feedback about a student's performance, it uses models to give real-life examples of the skills, and it allows students the opportunity to practice interviewing skills in a controlled environment without threat to real life clients.

Teaching Methods

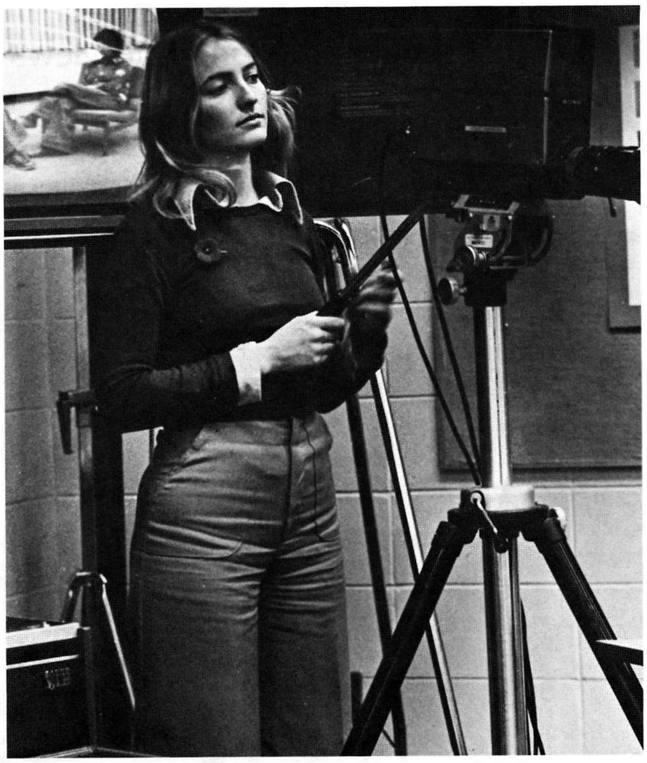
The microcounseling unit was taught over a seven week period with one hour and twenty minute lecture periods and one three-hour laboratory period per week. The following skills were identified as constituting a basic repertoire of interviewing skills for a professional home economist: beginning an interview, closing an interview, attending behavior (eye contact, verbal following), open invitation to talk (open and closed questions, minimal encouragements, selective listening skills), reflection and summary of feeling, paraphrasing and summary of content, generating alternatives, evaluating alternatives, expression of feeling and interpretation. Prior to the lecture period, students read about the skill to be focused on in the student manual (Campbell, 1975). During the lecture period, the class and instructor discussed the skill and how it was utilized in the interviewing process. Model tapes (Kieren, 1975) prepared by professionals in a variety of helping roles demonstrated each skill. Community social workers, financial counselors, day care directors, guidance counselors, senior citizen counselors and district home economists were included as models, role playing with actual clients. Audio and video taped role playing group exercises associated with the skill being demonstrated and spontaneous role play constituted the laboratory periods. Class, individual and instructor evaluation of each student' performance was an important aspect of the technique.

Learning Objectives

A competency approach was utilized to establish objectives and to evaluate each student's progress toward the goals. This method was chosen because such an approach emphasizes actual performance as well as knowledge about the selected interviewing skills. The stated objectives were:

At the completion of the microcounseling unit the student will be able to,

- demonstrate the basic repertoire skills at Level II or higher as evaluated by a competent professional.
  (Level I — Demonstrate the competence correctly, but only on occasional basis)
  (Level II — Demonstrate competence or skill accurately on a regular basis)
  (Level III — Demonstrate skill accurately and as part of all ongoing interactions [an integral part of your functioning]).
- write an accurate written record of an interview according to established criteria.
- evaluate self and give constructive criticism to others with regard to demonstrating interviewing skills.
- discuss the basis characteristics of each interviewing skill and its use in the problem solving process.
- demonstrate the ability to integrate learned interviewing skills in a spontaneous interview.



Learning to Use Videotape Equipment is an additional Skill learned by this method.

MICROCOUNSELING APPROACH

IDENTIFY BASIC INTERVIEWING SKILLS
▽
READ ABOUT SKILL IN MICROCOUNSELING MANUAL
▽
DISCUSS SKILL, AND VIEW AND DISCUSS A MODEL VIDEOTAPE DEMONSTRATING SKILL
▽
VIDEOTAPE STUDENTS PRACTICING SKILL IN ROLE PLAY SITUATION
▽
REPLAY VIDEOTAPES AND EVALUATE PROGRESS IN A SUPERVISORY GROUP
▽
REVIDEOTAPE SKILL
▽
REPLAY AND DISCUSS IN SUPERVISORY GROUP
▽
CONTINUE UNTIL SKILL IS LEARNED

Evaluation Techniques

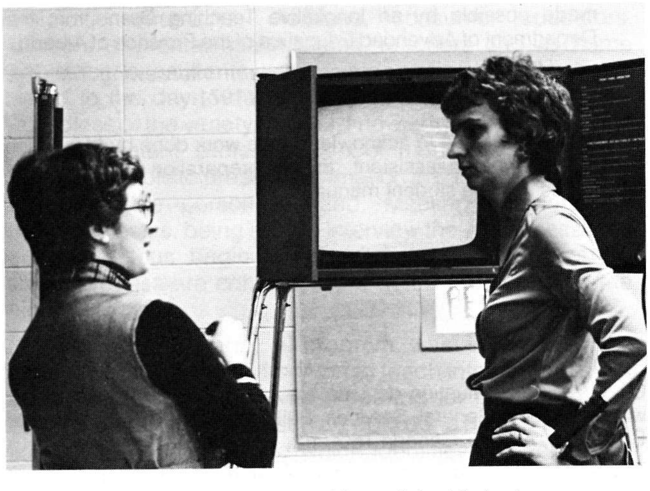
Continuous and immediate feedback is an important part of this technique. During laboratory periods, each student's demonstration of a skill was evaluated by the student as well as the class and instructor. Positive comments as well as constructive criticism were solicited. Written quizzes and records of interviews were completed as part of the regular assignments for the class. An interview with the instructor was held at the midpoint of the term to give feedback and solicit comments. Base line tapes of the student's initial level of competence were compared to final tapes integrating all the skills. A written evaluation of each student's performance during the seven week unit was completed for each student.

Results

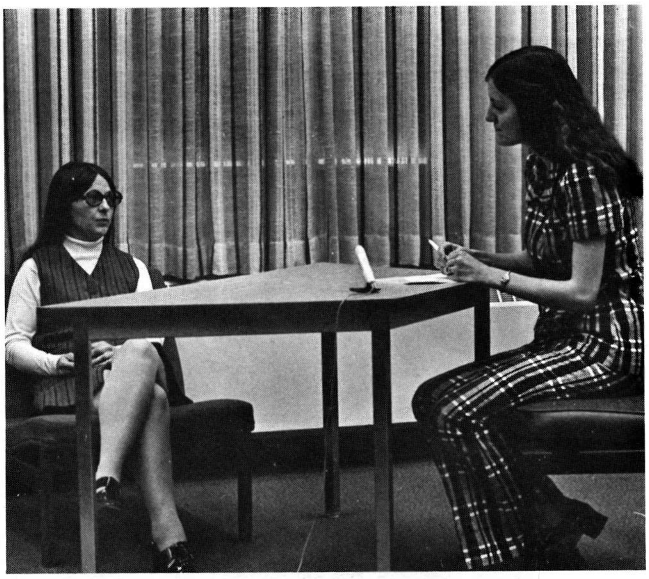
Over the last two years that this technique has been used, forty-eight students have participated in the unit. Pre and post test scores indicated considerable growth in cognitive understanding of the interviewing skills emphasized. Comparison of a baseline and final tape of student demonstration of skills indicated a similar trend. While seven weeks is a limited period of time for practicing these skills, students were able to demonstrate these at Level II or better: opening and closing the interview, open invitation to talk, paraphrase, attending behavior, generating alternatives and evaluating alternatives. It appeared that more practice was necessary to refine the skills of reflecting on a client's feelings, summarizing an interview and interpreting and giving advice. Students were, however, able to integrate the skills in role played problem solving situations.

Student Evaluation

Students were asked for their evaluation of the technique in two ways: orally during an interview with the instructor, and confidentially in a written evaluation of the course. During the oral interviews, the most often mentioned response to the unit was an increase in confidence in handling the mechanics of an interview. This comment was significant because this method is one which engenders anxiety early in the unit. Only one student in this group had ever seen herself on videotape before and few had ever role played. Students felt the unit was a valuable one because it gave them increased confidence, increased their awareness of interpersonal skills and how they affect their daily lives, it taught them how to operate videotape equipment and it offered them an opportunity to evaluate gestural or speech mannerisims which might interfere with effective interviewing and it allowed them to practice the skills regularly.



Instructor Feedback is an Integral Part of the Method.



Student Interviewing in a Formal Setting.

Students evaluated the model tapes and manual as excellent learning tools. They also reported that they appreciated oral as well as written evaluations so they could discuss their own particular problems with the instructor. Giving constructive criticism to fellow students is a skill to be learned as well. The competitive environment of the university tends to discourage such interaction. Team work for each person's individual growth must be continually encouraged.

Recommendations for Future Use

Based on the evaluation of the method and the performance of the students involved, this is an effective way to teach beginning helpers a basic repertoire of interviewing skills. In seven weeks students were exposed to and practiced all the basis skills outlined by Ivey (1971). They also explored a variety of resources in the helping field.

A teaching technique is only as viable as its ability to be refined as new needs are discovered. On the basis of the use of the technique, certain requirements are recommended.

1. This technique demands a great deal of time for students to practice the skills sufficiently and time for the instructor to provide the feedback and encouragement to develop the skills. Since time means money in planning for staffing of courses, this innovative technique is a moderately costly one. Laboratory groups should be limited to twelve students to facilitate taping and replay of each student at least once during a three hour class period. This class size also permits the instructor of the laboratory to become fully familiar with each student's interviewing style.

Evaluating Student Videotapes.

Photographs by Elaine Kasvinsky, Technician, Family Studies Division, Faculty of Home Economics, University of Alberta, Edmonton, Alberta, Canada.

2. Students should be encouraged to role play helping roles that they are familiar with (e.g. giving advice to a friend or interviewing for a job). This allows them to focus on the skill being practiced, rather than the role being role played.
3. Additional learning opportunities such as learning modules or replay of modeling tapes should be made available in the library for outside of class practice of difficult skills. Many university libraries now have videotape collections which allow students to study using this medium.
4. A variety of role playing partners should be used in the unit including: interviewing a hostile client, a male and female client, a mystery client.
5. Real life practice with clients should be made available following this unit. Combined with a supervised field practicum, this technique is a superior one to develop service delivery competencies for beginning home economists.

The usefulness of this technique for the home economics profession extends beyond the preparation of pre-professionals. Already the technique has been adopted by professional dietitians in in-service training workshops. Improving our professional competencies in the helping area will increase our service to the individuals and families with whom we work.

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KIEREN, Dianne. *A Microcounseling Package of Model and Resource Videotapes.* Family Studies Division. Faculty of Home Economics, University of Alberta: Edmonton, Alberta, Canada. 1975. The development of the tapes and student manual were made possible by an Innovative Teaching Grant from the Department of Advanced Education of the Province of Alberta.

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The author would like to acknowledge the work done by Ms. Judith Campbell, research assistant, in the preparation of the model videotapes and the student manual.

Copies of the evaluation devices are available from the author by writing to 801 General Services Building, University of Alberta, Edmonton, Alberta, Canada T6G 2E2.

This is a revision of a paper given at the American Home Economics Association meeting in June, 1976.

C.H.E.A. Metric Committee

Standing — (left to right)
Michelle Albany, Robin Hood Multifoods Ltd.; Carolyn Lake, The Borden Company Ltd.; Marian Macdonald, (secretary) Dominion Stores; Sally Henry, Maple Leaf Mills Ltd.; Marilynn Small, General Foods Limited.

Seated
Wendy Sanford, (chairman) Corning Canada Inc.; Mary Humphries, Seneca College.

Others — (not present)
Margaret Fraser, Freelance Home Economist; Linda Markle, McGraw-Edison of Canada Limited; Linda Moffatt, Consumer & Corporate Affairs Canada; Isabelle Morrison, Ontario Ministry of Education; Margo Oliver, Food Editor, Week-end Magazine.

Regional Members
British Columbia, Myrtle Siebert, Freelance; Alberta, Helen Raynard, Alberta Agriculture, Home Economics Branch, Mary McIntyre, Calgary School Board; Saskatchewan, Leslie Henry, Federated Co-operatives Limited; Manitoba, Denise MacRae; Ontario, Carole Comeau; Quebec, Francoise Emard, Catelli-Five Roses; New Brunswick, Marcia Brennan, New Brunswick, Home Economics Branch; Nova Scotia, Cathy Sinnott, Fisheries Services.

Five years ago in the fall of 1973 a group of active home economists met in response to a request for home economists representation on Canada's Metric Commission.

The C.H.E.A. Metric Committee was formed with members carefully selected so there would be someone to represent the various facets of our profession; education, textiles, clothing, food, nutrition, equipment retail, business, consumer services etc. In addition to the central working committee, regional representatives and corresponding members were to be involved to disseminate information and to provide local input.

Since then the committee's activities have been two-fold. One, to provide its home economics related expertise in interaction with the various Metric Commission Canada's network of sectors. The other, to develop or provide information to assist C.H.E.A. members in their own conversion training.

The following outlines those representing C.H.E.A. (now or at sometime) on Metric Commission Canada and its various working sectors.

Steering Committee #9 (Consumer Related)
  Wendy Sanford, C.H.E.A. Metric Chairman
  Vizma Lefresne

Sector 9.50 Consumer, Home Economics & Retail Trade
  Wendy Sanford — Sector Chairman
  Mary Humphries
  Vizma Lefresne
  Carole Comeau
  Nola Wade

Sub-Committee (9.50) on Public Awareness For Metric Recipes
  Michelle Albany
Margaret Fraser
Sally Henry
Wendy Sanford (co-chairman)
Linda Moffat
Valerie Allen-Sprague

Sector 2.23 Cookware & Bakeware
  Sally Henry — Task Force
  Wendy Sanford

Metric — make it a daily habit

min is the symbol
for minute
h is the symbol for hour
km means kilometre
m means metre
cm means centimetre
g means gram
mL means millilitre
L means litre
mm means millimetre

Sector 2.23 Housewares
  Carolyn Lake — Task Force Chairman
  Carol Taylor — Task Force
  Marilyn Peabody — Task Force

Sector 62 Foods
  Marilynn Small

Sector 7.1 Sub-Committee on Public Awareness For Home Sewing
  Mary Humphries

Sector 7.2 Clothing
  Mary Humphries (chairman of CSS)

Section 9.1 Sub-Committee 'Intersectorial Committee on Kilojoules'
  Marilynn Small

Canadian Government Standards Board, Committee on Household Measures
  Lois Hurst
  Sally Henry
  Wendy Sanford

C.H.E.A. Metric Committee projects over the past five years have included the following.

Metric Measure Kit
  Andrea Thompson
  Marian Macdonald

Style Guide For Metric Recipes
  Sally Henry

SI Study Guide For Home Economics
  Isabelle Morrison

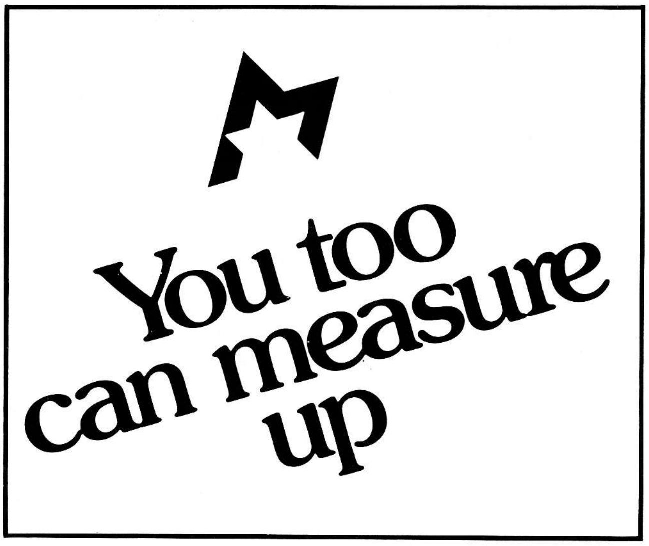
Style Guide For Appliances (in progress)
  Linda Markle
  Jane Hope
  Carole Comeau

Home Sewing Folder for Educators (mailed through the courtesy of Simplicity patterns)
  Mary Humphries

In addition, workshops, articles for C.H.E.A. Journal and other publications and various presentations have been made.

The committee continues to work diligently on behalf of all home economists. It needs however, the support of each and every home economist to assist in the implementation phase. This is an opportunity to demonstrate home economics leadership.

Wendy Sanford



METRIC ORDER FORM

	Cost	Quantity	Total
STYLE GUIDE FOR METRIC RECIPES	No Charge	______	______
SI and Home Economics — A METRIC STUDY GUIDE	$10.00	______	______
METRIC GUIDE FOR COOKWARE AND BAKEWARE (10 copies $15.00) or	$2.00 ea.	______	______
CLOTHING AND TEXTILE METRIC CONVERSION (Section from OEA newsletter 50 pages	$3.50	______	______
REPRINT OF BCHEA METRIC SEMINAR TALKS PLUS RESOURCE LIST 30 pages	$2.50	______	______
TOTAL AMOUNT			______

CHEQUE MUST ACCOMPANY ORDER
PAYABLE TO: CHEA METRIC COMMITTEE
203 - 151 Slater Street,
Ottawa, Ont. K1P 5H3

Prices include mailing and other charges.

NAME: ....

ADDRESS: ....
(street)

....
(city) (province)

....
(postal code)

'Converting Consumers — How Can We Help'

Gina Hartley, B.Sc., H.Ec.
Metric Co-Ordinator For CAC in BC
Member of the National Board Of Directors of CAC
Member of the National Metric Committee of CAC

Metric conversion is a present fact. It is not a future possibility. If you really want to help you must accept this idea. Once that hurdle has been cleared, you must adopt a positive attitude toward metric conversion. I cannot stress enough the importance of this.

The public, and in particular, the elderly are still apprehensive and there is still an aversion to the metric change. Do I detect some of you feeling that way? Negative attitudes only make the change more difficult.

It is unfortunate that the media in many cases, has chosen to be very negative. From the *Toronto Globe and Mail* I quote "We have opened a head office for Anti-Metric Canada in Ottawa, under the supervision of President Dave F. Elliott . . . The Box number is — if you'd care to donate to this worthiest of causes, the Anti-Metric Crusade".

Our own *Vancouver Sun* Consumer writer recently carried an anti-metric column with a coupon for people to send it to have the process slowed down.

So often media concentrate on minor disadvantages or fairly rare rip-off situations, emphasizing the negative side and ignoring the positive. Are you guilty of that too? Actual advantages of metric conversion to the consumer are not always obvious. Burying these advantages deeper and increasing public apprehension does not help. There is a clear advantage to having 7 sizes of peanut butter containers instead of the present 20. Doesn't it make more sense to emphasize such advantages?

It is a well known fact that people fear the unknown. To countless Canadians Metric Conversion is a dark 'unknown' and they fear it. I would like to quote from the American National Metric Council publication a *Metric Reference For Consumbers,* "Without planning and preparation, without an informed populace that knows the options many possible benefits of metrication may be lost. Consumers need to be informed about metric and how it may affect their lives, and then encouraged to voice their opinions and concerns. If they do not speak up, decisions on matters that may affect them will be made by others."

'Others' in Canada's case are often turning out to be business and commercial enterprises. Is this in your best interest? The consumer voice is not being used much, or is so weak it is often drowned out. CAC has tried to be that voice but the same few people speaking out over and over again is not nearly so effective as a whole chorus of voices.

I challenge you to become informed and to inform others; to speak out and encourage others to speak out.

Metric conversion will affect everyone in many areas of life. About a year ago, I spoke to a group of senior ladies and after telling them about metric cooking and sewing and shopping one lady said she wasn't having anything to do with the cooking. She said it was too much for her and besides she always used mixes anyway.

Those with their heads in the sand will have to come up for air sometime and they will find metric conversion. It won't go away. We can't make it go away but we can make the conversion go smoother.

There are many things we can do. Your positive attitude alone will help to dispel others apprehensions.

People have said such things to me as:

- How will I cook?
- Do I have to throw out my stove?
- Do I have to get rid of my recipes? I haven't time to convert recipes.

The most disturbing was from the lady who attacked me with, "It's all your fault. If it weren't for metric conversion my son wouldn't be failing math."

Most of these people are crying out for simple answers. Arm yourself with these answers and spread the word. A lot of the problem is not learning the metric system. It is easier than the old one. The problem is forgetting the old system. Children in their early years of school learn nothing but the metric system. I once heard it said that if there were something you did not understand about the metric system, ask a child.

For the most part retailers and industry are co-operative. It is not to their advantage for conversion not to go smoothly. Some, however, feel that conversion should be a non-event. How many of you got caught without enough yarn when some brands switched from 2 oz. to 50 gm. without any point of sale information in most cases? How many of your have noticed the new detergent sizes? Not only are we buying a metric size now but the method of measurement has changed as well. We used to buy it by weight and now we are buying it by volume — litres. Try to figure out if you are getting the same value.

Point of sale information is critical. It educates the consumer and points out changes and helps eliminate errors. Point of sale information signifies a positive attitude on the part of the manufacturer or retailer and it reassures the consumer. Remember when sugar went metric and we had 10 kg and 25 lbs prices the same or 10 kg priced higher and some clerks thought they were the same size and so many consumers felt desparately confused and ripped off? A simple poster, a sticker, a clear and different label are some types of point of sale information. Speak up. Ask for these things. You can be assured that businesses won't come and ask you.

Speak up. Write letters. Make your opinion known. Contact retailers, manufacturers, the Metric Commission, all levels of government. Let the media know you don't appreciate a negative approach and want a positive one. Only those who speak up will be heard.

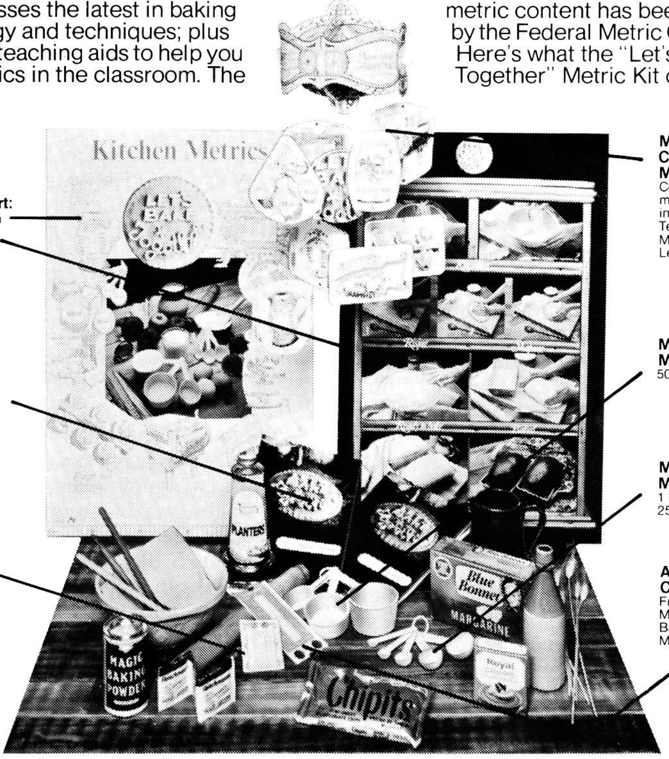
As home economists we are expected to be the 'feeders' — to spread the word. Your particular daily role will determine what you actually do in this area but no matter what you do, you can transmit a positive attitude. Collectively we come in contact with just about every age group and interest group. I challenge you to do something for everyone of them. No one else is rushing for the job.

Some scheduled metric changes are:
—Piece goods this summer
—Carpeting probably in January
—Retail scales starting in Kamloops June 79
—Body measurements next October
—Some clothing — particularly men's shirts next fall.

Arm yourself with some answers and spread the word. Let's do our part in making conversion a readily accepted way of life.

Here's how Standard Brands new "Let's Bake Together" program can help you "go metric."

As part of its contribution to Canada's move to the Metric System, Standard Brands announces a new, comprehensive Metric Educational Program that encompasses the latest in baking technology and techniques; plus effective teaching aids to help you with metrics in the classroom. The "Let's Bake Together" Metric Program has been researched and developed by a "Special Metric Educational Task Force" co-ordinated by Metric Media Inc. Its metric content has been approved by the Federal Metric Commission. Here's what the "Let's Bake Together" Metric Kit offers:



An 18 cm x 24 cm Classroom Wall Chart:
Back: Metric Information
Front: Yeast Information

Metric Baking Manual:
A 32 page, full colour Teacher/Student manual including Metric Recipes, product histories and suggested activities.

Metric Oven Decal

Metric Classroom Mobile:
Covers all four areas of metric for high visibility in the classroom— Temperature (°C), Mass (kg), Volume (ℓ), Length (m).

Metric Dry Measures:
50 ml, 125 ml, 250 ml.

Metric Small Measures:
1 ml, 2 ml, 5 ml, 15 ml, 25 ml.

A Metric Cost Comparator:
Front: Metric Mass Measurements
Back: Metric Volume Measurements

The "Let's Bake Together" Metric Baking Aids Kit or any of its individual components may be obtained by submitting labels from sponsoring products and/or cash. In addition, Standard Brands presents the "Nutrition and You" program. Material content includes:

☐ A "Nutrition and You" Classroom Wall Chart
☐ A Family Fitness Booklet

For more information, please write:
"Let's Bake Together" Metric Program
Standard Brands Canada Limited
1408 Birchmount Road
Scarborough, Ontario
M1P 2E3

THE METRIC COMMISSION HAS GRANTED USE OF THE NATIONAL SYMBOL FOR METRIC CONVERSION

Standard Brands Canada Limited

Abstracts of Current Literature

Submitted by
School of Home Economics
University of British Columbia

AHSA aids "sewing for handicapped" project.
Sew Business, 117: Number 9, 54+.

The American Home Sewing Association, the General Federation of Women's Clubs (G.F.W.C.), and the President's Committee on Employment of the Handicapped have cooperated since 1968 to sponsor a nationwide contest entitled, "Sewing for Handicapped People". The contest, held every two years, is open to G.F.W.C. members who are encouraged to submit clothing designs which would benefit physically impaired persons.

With the passage of the disabled citizens legislation in the United States, a broader range of job opportunities has become available to the handicapped. This has led to greater activity by the handicapped in both social and community affairs and thus an increased concern about physical appearance. Because the majority of handicapped individuals have difficulty in purchasing ready-to-wear which allows for ease of dressing and de-emphasis of disfigurations, and minimal care and maintenance, G.F.W.C. members are required to custom tailor their designs for specific physical impairments.

Clothing adaptations from this year's winners included: 1) a shirt and slack set of polyester blend fabrics for a male amputee with partial left arm paralysis. The shirt featured a hip length elasticized waistband and left to right opening. 2) a formal wear ensemble for a reheumatoid arthritic woman with underdeveloped limbs. Full sleeves, deep cuffs, a reversible shawl, and slacks helped camouflage enlarged joints. An ingenuous arrangement of fishline loops and a dowed stick were used to enable the woman to easily pull on the garment. 3) a lightweight washable snowsuit for a cerebral palsy child in a wheel chair. The two-piece garment featured zippered and pressured closings that could be entirely fastened from a sitting position.

The contest enables G.F.W.C. members a chance to be creative and has proven to be an effective means of spotlighting specific problems of the handicapped. Further information on this contest can be obtained by writing to: "Sewing for Handicapped People Contest," 1734 N. Street N.W., Washington, D.C. 20036.

Cecelia Fye

☆ ☆ ☆

Teaching positive attitudes in the home-ec classroom.
L. Rocha, 1978.
Sew Business, 117: Number 6, 24+.

Due to the decline of interest in home sewing in the United States, the American Home Sewing Association conducted a national survey to study this decline. One finding was that the majority of women interviewed said their first sewing experience in home economics was a negative one. Reasons stated were teachers' intolerance toward other sewing methods, choice of sewing projects, overcrowded classes without proper equipment, and lack of teachers' individualized attention and support.

Reduced enrolment in home economics classes leading to reduced budgets or lost teaching positions make teachers' evaluation of class projects necessary. Does the project meet the needs of the student? Will it assure a degree of success? Is the project stressing sewing skill to the exclusion of building positive attitudes?

The research showed there are primary stages during a person's life when the motivation or desire to sew is greatest — students, about-to-be marrieds, pregnant women, mothers of small children and mothers of grown children/grandmothers. If the home economics student is properly introduced to sewing and develops a positive attitude she will return to it at one of the future life stages.

The teaching of sewing skills and positive attitudes can be combined. To accomplish this the teacher must learn to merchandise her home economics class. "If she does not merchandise her product properly she will lose her class as a business loses its customers."

Arless Gale

☆ ☆ ☆

The concept of competence: an operation definition.
F.C. Butler, 1978.
Educational technology, 18: 7-18.

Presently there is an interest in competence-based education. There is also a considerable lack of agreement about what is meant by this approach as well as how and where it fits into an established curriculum in higher education. F.C. Butler's article reports some results of a program now in operation at the College of Public and Community Service at the University of Massachusetts in Boston.

Is competence-based education: 1) the application of knowledge? 2) only skills? 3) knowledge and skills combined? 4) the same as a behavioral objective? 5) are the skills content free or are they based on mastery of some very specific behaviors? These and other fundamental disagreements reflect a wide range of opinions about the form and merits of competence-based education. The model Mr. Butler presents is one from which the reader might proceed.

Twelve basic definitions are given as a foundation to introduce the model entitled, "A Taxonomy of Competence". A competence is comprised of both knowledge and skill and the taxonomy stresses the interaction of these two components. The model moves from listing the highly generalized processes to those which are narrow and less generalizable. Descriptions of particular competencies are based on a particular educational purpose the competence is to serve. In his words, ". . . a range of specificity of competence description varies with the level of educational function . . ." (Butler, 1978, 8). The taxonomy, therefore, can provide a curriculum developer with a rational basis for instructional design decisions. A number of examples are included to illustrate the taxonomy and how it has been used.

Determining the criteria, standards and conditions of a competence are included and these, according to Butler, are the most important steps in the curriculum development process. Each is discussed and illustrated in enough detail to provide the basic information necessary to gain an understanding of the three determinants of competence.

Regretably, the article does not include a bibliography. There are also few details concerning the research which was conducted to develop and evaluate the program which is discussed. It is, however, an article worthy of review in more detail by individuals and groups who are using or contemplating the use of competence-based education as a component of their curriculum.

Eleanore Vaines

☆ ☆ ☆

Nontraditional ethnic food choices among first generation Chinese in California.
L.E. Grivetti and M.B. Paquette, 1978.
J. of Nutrition Education 10 (3): 109.

The selection of traditional and non-traditional foods by immigrant groups has important implications for nutrition educators. This raises many questions about the usual approaches taken in counseling persons with definable ethnic food patterns.

Thirty Chinese volunteers who emigrated from China to California 1 to 20 years ago were questioned on their use of 77 traditional Chinese and nontraditional "American" foods readily available in supermarkets or Asian specialty stores. Food use frequencies were determined as **often** (one or more times per week), **infrequent** (at least two times per month), or **never.** Each food was rated twice: for consumption while living in China, and after arrival in the United States.

In the meat category, use of beef and chicken was relatively constant in both areas of residence, but hamburger and hotdogs were consumed **often** only after immigartion, and the total diversity of meats declined after arrival in the United States. Changes which occurred in cereal foods after immigration include: less frequent use of rice and steamed bread, a sharp increase in the use of both hot and cold breakfast cereals, and increased use of tortillas and pancakes. A diversity of fruit and vegetable consumption was maintained in both areas, but several seemingly traditional items (lotus root, lychee, water chestnuts, etc.) were not consumed by some respondents in China or California. Food costs and availability, and acculturation are the presumed major forces generating change in immigrant Chinese dietary patterns.

It is concluded that nutrition educators need to be aware what their ethnic clients actually eat, rathern than assume that the diet is comprised of foods described in older, outdated cultural descriptions.

Harriet V. Kuhnlein

☆ ☆ ☆

The influence of sex of child on parental reactions to toddler children.
B. Fagot, 1978.
Child Development, 49: *459-465.*

While sex differences in the behavior of infants do not seem to be clear-cut, consistent differences between 3-year-old male and female children have been found in many settings and cultures. This suggests that children are socialized into "sex-appropriate" behavior from an early age.

In this study 24 toddlers (age 20-24 months) and their parents were observed in normal activity in their homes to determine if there were 1) sex differences in the children's behavior and 2) sex-determined differences in parents' responses to children's behavior.

Results of the study showed that boys played with blocks more, manipulated objects more, and played with transportation toys more than girls did. Girls played with dolls and soft toys, danced, and asked for help more than boys did.

Parents' responses to children's behaviors were compared after correcting for the baseline frequencies of the children's behaviors. Boys were more likely to be left alone or to have their play stopped by their parents than girls were. Girls were more likely than boys to receive both criticism and praise. Parents were more critical of girls than of boys for participating in large-motor activities, but gave more positive responses to girls for dependence behaviors such as following and asking for help. Girls' attempts to help their parents were more often encouraged than were those of boys. No difference in parental reaction toward boys and girls was found for aggressive behavior.

The author concludes that boys were given more opportunity to explore the world freely, without criticism, while girls were rewarded more for offering and asking for help. Thus parents were differentially socializing their male and female toddlers. Parents in the study were apparently unaware of the methods they were using to socialize their children: eighty per cent of them reported that they intended to actively encourage a viewpoint of sex equity in their children.

Anne Marie Tietjen

★ ★ ★

The **Canadian Association for Young Children** (CAYC) grew out of the Council for Childhood Education and became officially recognized in 1974. It is the only national association specifically concerned with the well-being of children of pre-school and elementary school age. Members come from a variety of professional disciplines and countries who wish to share ideas and participate in activities related to the education and welfare of young children. For membership information write: c/o Mrs. Margaret Nitschkie, 323 Chapel Street, Ottawa, Ontario K1N 7Z2.

Reprints of research and general articles available

Minimum: 100 copies

Orders must reach the business manager's desk within 30 days of publication.

On the occasion of the **60th anniversary of Home Economics at the University of Alberta,** three outstanding alumnae participated in a symposium on October 21, at the Students' Union Theatre of the University of Alberta campus. Wendy Sanford (Class '56) described the stages of conversion to the SI Metric System in Canada — what has been done and what remains to be done. Pat Arkinstall Wakefield (Class '63) discussed current conditions and projections for the clothing and textiles industries, issues of concern such as imports, government regulations, energy, and new developments in fiber, fabrics and garment assembly. Mary Morrison (Class '49) explained the challenges, benefits, and results of a nutrition outreach program which she directed in East Harlem, New York.

In addition to being inspired and up-dated by the excellent presentation, the 195 returning alumnae enjoyed renewing acquaintances and socializing during a luncheon. During an interruption in the lively conversations an announcement was made regarding the forthcoming presentation to the Faculty of Home Economics of a portrait of Dr. Elizabeth L. Empey, the former dean of Home Economics by the Alberta Registered Dietitians Association and the Alberta Home Economics Association. It will hang in the lobby of the Home Economics Building next to that of Dr. Mabel Patrick and Miss Hazel McIntyre, former directors of the School of Home Economics.

At the conclusion of the symposium, Open House was held in each of the three buildings which house home economics facilities on campus.

* * *

The 1978 **Nova Scotia Home Economics Association Conference** was held October 26, 27 and 28 at Saint Francis Xavier University in Antigonish. Sister Helen Aboud chaired the conference which was attended by over 250 members. The theme, "The Home Economist in a Conserver Society", proved to be of much interest to the delegates. Nola Wade, CHEA executive director brought greetings from CHEA and Dr. Elizabeth Feniak, president.

* * *

Mount Saint Vincent University in Halifax and **Saint Francis Xavier University** in Antigonish both celebrated their **50th Anniversary** in October, 1978. Dr. Elizabeth Feniak, Associate Dean, University of Manitoba and president of the Canadian Home Economics Association was the guest speaker at the banquet held October 14th at Mount Saint Vincent. Dr. Mary Morley, the retired dean of Mount Saint Vincent was honoured at the luncheon October 15th. Dr. Marilyn McDowell spoke of plans for the future in home economics at Mount Saint Vincent. She was warmly welcomed by alumnae as the new Chairman of the Home Economics Department.

* * *

The Canadian Association for Young Children sponsored a conference entitled **The Critical Years: Some New Perspectives,** October 12-15 in Winnipeg, Manitoba. This interdisciplinary conference was designed to bring together a wide spectrum of professional and lay people who care about the well-being of children. Many internationally recognized speakers focused on the issues of developing healthy children, presenting unnecessary handicapping conditions and establishing comprehensive support systems. The major themes featured were: Protective Influences: Screening in Preventive Programs; Working in the Community: Parents, Professionals and Priorities; Family Relationships and Development: The Healthy Child in the Family; Nutrition: Building Healthy Minds and Bodies; Social Policy: Choice and Change. The conference also included workshop sessions for the delegates.

* * *

The **British Columbia Home Economics Association's Nutrition and Fitness Workshop** that was held October 27 and 28 at Parksville on Vancouver Island was most successful. It was well attended by home economists from many disciplines as well as physical education teachers. Plans are now under way for a spring conference to be held March 16 and 17 at the Airport Inn in Richmond. The topic will be "Using Money for Better Living". Mike Grenby, a nationally syndicated columnist and a business reporter for the *Vancouver Sun,* will be the keynote speaker.

A **program for professional home economists** in British Columbia is being planned for October, 1979, through the Centre for Continuing Education at the University of British Columbia. "Some Contemporary Trends and Implications for the Home Economist" will cover four broad issues which are having an impact on the services professional home economists deliver. The topics will be: The Conserver Society; Energy Issues: Managing Scarce Resources; The Microcomputer; and The Moral Person in Today's World.

Good nutrition is related to good health. The Nutrition Canada Survey in 1972 revealed that many Canadians are not well nourished, often through lack of knowledge rather than lack of resources. This, combined with the current emphasis on preventative health care led the Alberta Registered Dietitians Association to sponsor **Alberta Nutrition Week,** November 13-18, 1978. They chose the theme 'Lunch — What 4 ????'. Their objective was to promote an interest in good nutrition and to encourage Albertans to incorporate good nutrition principles into their eating patterns. Many Albertan dietitians, nutritionists and home economists were involved in the promotion of Nutrition Week in the schools, universities, libraries, hospitals, shopping centres, supermarkets and through the media throughout all of Alberta.

* * *

A **Heritage Committee — Home Economics** has been formed in Ontario with the goal to encourage the development of an understanding of our profession in relation to the social, economic and political factors which affected its growth over the years. With this insight, we may tread more knowingly and more effectively into the future. In a more concrete fashion, the committee is collecting two and three-dimensional materials which represent both professional thrust and lifestyle of the past.

If anyone has an artifact, book or publication to contribute or would like to become a member of the committee please contact:

Mary Maskow
Ryerson Polytechnical Institute
50 Gould St., Toronto M5B 1E8

Book Reviews

The Dynamics of Clinical Dietetics, by Marion Mason, Burness G. Wenberg and P. Kay Walsch, John Wiley & Sons, Inc., New York, 1977; pp. 317; Cloth $13.80.

The Dynamics of Clinical Dietetics was designed as a text to prepare dietetic students or interns in those tasks related to meeting the nutritional needs of clients in comprehensive client care. It was also intended that health practitioners, administrators and planners who participate in or contribute to comprehensive client care would be provided with an interpretation of the dietetic practitioner's unique role in this care. The question frequently asked is "What does a dietitian do?" This book attempted to explain the role of the clinical dietitian in a client-centered care system. Clinical dietetics was defined as "nutritional care, offered in an environment where clients and their needs, physical socio-emotional, and intellectual, are the primary foci of professional effort."

The authors view the primary role of the clinical dietitian as nutrition counseling and this may be accomplished through the use of a systems approach. The components of the system include: assessment, planning, implementation and evaluation. Each component was discussed in detail with good illustrations and useful tables. They cite many references and also suggest more references for further study.

The concept of health care teams was discussed with a division of the team membership into two groups: Core and Consultant. The "Core" members were the ones who develop the closest ongoing relationship with the client. The "Consultant" group, who may be consultants to individual members or the team as a whole, could be medical specialists, social workers, dietitians, phsychologists, etc. The clinical dietitian was placed in the "Consultant" group by the authors because of the narrow perception by other team members of the capabilities of the clinical dietitian. The authors emphasized that the clinical dietitian must educate the other team members as to the skills, knowledge and potential contribution of the clinical dietitian to the client care.

This book is a good text for students as well as a good reference for practitioners. It is assumed by the authors that anyone using the book will have had introductory courses in the biological and behavioral sciences and in the disciplines of food and nutrition and these are indeed necessary.

Reviewed by:
(Mrs.) Sylvia Ambrose, B.H.Ec., R.D.
Assistant Director-Nutrition,
Calgary General Hospital.

* * *

How To Manage Your Personal Finances: A Short Course for Professionals. By E. Bryant Phillips and Sylvia Lane. New York and Toronto: John Wiley and Sons, 1978. p. approximately 340; $29.95.

This book is in fact a slip-case containing 14 separate workbooks covering: the income and expense statement, the balance sheet, budgeting, taxes, housing, car expenses, credit, property insurance, medical insurance, life insurance, saving, investing, retirement, and estate planning. Each unit begins with learning objectives, and contains brief segments of text followed by a variety of learning activities. The information is good, but much of it is U.S. - oriented.

This book is designed for professionals who want a workbook for managing personal finances.

Reviewed by:
Faye Forbes Anderson, B.H.Ec.
Money Management Counsellor
Calgary Family Service Bureau

* * *

The Growing Child: Introduction to Child Development. by John F. Travers. Toronto: John Wiley and Sons Canada Ltd., 1977. p. 530 $15.55 (soft cover)

This book is designed as a text at the university level. It is too complex for use as a high school text but is an excellent teacher reference. It provides solid background information rather than ideas on classroom activities.

The average reader should have little problem with vocabulary since the terms are explained as they are introduced. There is also a glossary at the end of the book.

The book is well organized with chapter highlights given at the beginning of each chapter. Chapters conclude with discussion questions, summary, some final comments and suggested readings.

Throughout the book excellent case studies, charts, diagrams and photographs clarify, summarize or provide examples of the subject matter.

Sexuality isn't dealt with in any great detail. Development begins with the union of the male and female reproductive cells. A short unit on prenatal development follows. Travers deals primarily with the preschool child but does make reference to older children and adults; there is one chapter on the adolescent including problems of development such as sex, alcohol, drugs, and roots of delinquency.

Theories and studies of well known researchers such as Freud, Pavlov, Skinner, Havighurst, Piaget, Bloom, Binet, Guilford, Maslow and Masters and Johnson are discussed.

A main objective Travers had in writing this book was that the study of chidlren should never overlook the fact they are human beings. This idea is repeated throughout the book. He uses a very humanistic approach to the topic.

Reviewed by:
Sarah Statler
B.Sc. (H.Ec.), B.Ed.
High School Home Economics Teacher
Calgary

* * *

Gourmet Bouquet. by Julia Weinberg. New York: Butterick Publishing, 1978. p. 159; $10.95.

We all know about crisped radish flowers to decorate a salad, but how about a carrot lily, parsnip gardenia, beet tulip and a daikon daffodil made into a beautiful, and edible, vegetable bouquet?

Gourmet Bouquet gives step-by-step instructions for carving and "blooming" vegetables into more than 30 flowers and describes how to arrange them with greenery such as parsley, savoy cabbage, lettuce or mint leaves into some fascinating arrangements that are a delight to see and eat. Drawings and full color photos help the reader learn the techniques.

Author Julia Weinberg has a background in nutrition and design, and is a food stylist for the Los Angeles Times. She says the bouquets can be quick and easy to make after a bit of practice, using basic kitchen tools plus a few supplies from florist or hobby shops. She says the bouquets don't need to be expensive. They take ingenuity, practicality and a touch of thirft. Even leftovers can be transformed into blooming hors d'oeuvres and "if at first you don't succeed (in cutting your vegetable blossoms), eat your mistakes."

Besides the basic "flowers," the book discusses color harmonies, how to select various colored vegetables or naturally dye light ones, seasonal shopping tips, making edible containers from fruits, vegetables or loaves of bread, and interesting condiment additions such as salami rosettes, pimento poppies, cheese or toasted bread shapes, pickles, artichoke hearts and cocktail wieners.

The ideas in the book could be used by home economics teachers for special projects. They might also provide some inspiration for anyone working with children — the bouquets could create a new interest in nutritious vegetables. And for anyone who likes to entertain in a unique style, this book provides a new creative stimulus.

Reviewed by:
Nancy Craig, B.Sc. (H.Ec.)
Nutrition-at-School Co-ordinator
Alberta Agriculture, Calgary

* * *

How to Be a Financially Secure Woman. by Mary Elizabeth Schlayer with Marilyn H. Cooley. New York: Rawson Associates Publishers, Inc., 1978. p. 254; $10.95.

As the title suggests, this is a financial guide written for women — unemployed, employed, singles, married, divorced, widowed. It contains sound, straightforward advice for all women.

The contents include getting a job and salary increases, budgeting, saving, buying a house and a car, investments, insurance, taxes and wills. The information on these topics is adequate, although it could not be called comprehensive, and much of it is U.S.-oriented. A chapter on credit and banking includes discussion on establishing a good credit report, how to get a loan, and why joint accounts should be avoided. A brief section on pre-marriage discusses pre-nuptial agreements, setting financial goals, and division of salaries.

The special feature of this book, for me, is a chapter titled "Woman on Her Own". For widows, Dr. Schlayer has written a list of 14 steps following the death of one's husband. Suggestions are given for women who anticipate or are in the process of a divorce. Advice for the financial protection of the married woman includes establishing a good personal credit report, and having an emergency account in her own name.

This is a well-organized, interesting, easy-to-read book. Quizzes follow each chapter, and clear, concise lists are frequently used for explaining alternatives, rules, and steps in various aspects of financial management.

This would not be a suitable high school textbook, but could be a valuable resource for money management or family life education teachers. This would be a useful book for all women; however, due to the American content, some of the information is incorrect or misleading for Canadian readers.

Reviewed by:
Faye Forbes Anderson, B.H.Ec.
Money Management Counsellor
Calgary Family Service Bureau

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Porc. Conseil Canadien du Porc. Ottawa: Newton & Frank Associates Inc., 1977. p. 104; $5.00 (relié), traduit de l'anglais.

Ce livre, *Porc,* est sans doute le livre le plus complet au sujet du porc au Canada. Ce texte fut rédigé essentiellement à l'intention des étudiants des écoles secondaires et des collèges et aussi à l'intérêt de tous ceux impliqués dans l'utilisation et la préparation des viandes. Ce texte est certainement une très bonne référence car il contient tout de A à Z sur le porc. Il comprend sept chapitres écrits par sept spécialistes.

Le chapitre I raconte l'histoire du porc au Canada en ce qui concerne la conservation, l'abattage, l'inspection, etc. Chapitre 2 explique comment s'engager dans la production porcine, les soins quotidiens des porcs les variétés de cochons et le cycle de la vie du cochon. Capitre 3 traite les sujets de préinspection, l'abattage, découpage, classement et les qualités des carcasses et des coupes pour le consommateur.

Ce sont les chapitres 4 à 7 qui offrent le plus d'intérêt aux étudiants en arts ménagers. Chapitre 4 discute de la conservation de la viande ainsi que les additifs et la fabrication des saucisses et saucissons. La loi sur les aliments et drogues est mentionnée. Chapitre 5 présente le suject d'emballage, d'étiquetage, la distribution sur le marché. Ce chapitre contient une très bonne illustration et explication des différentes coupes de porc. Il y a aussi une liste de conseils pour l'achat du porc. Chapitre 6 est sur la préparation du porc: les méthodes de congélation, les modes de cuisson ainsi que les accompagnements et des suggestions de menu. Il se trouve plusieurs photos en couleurs de plats succulents et des tableaux avec les durées et températures de cuisson. Le dernier chapitre est sur l'alimentation. L'auteur explique en détail la composition biologique et chimique de la viande.

Ce livre est bien tradiut, n'est pas difficile à lire et serait une bonne référence pour des étudiants. On y trouve beaucoup de tableaux, photos et diagrammes. Le livre se termine avec des références, un tableau de conversion aux mesures métriques et un index.

Ce livre est sûrement le plus complet à date et je crois que chaque sujet dans le livre fut traité par un vrai expert dans son domaine.

Reviewed by:
Françoise Chiswell
B.Sc. Home Economics
Proffesseur d'art ménager
Ecole J.H. Picard
Edmonton

* * *

The Complete Book of Flower Preservation, by General Condon, Englewood Cliffs, New Jersey; Prentice-Hall, 1970. p. 210; hardcover $10.95, softcover $5.95.

The title of the book may infer to the reader that numerous methods of preservation are dealt with, however, this is not the case. Short references are made to a variety of methods, however, only the sand method, the author's "favorite", is dealt with extensively. The author diverges occasionally from flower preservation to discussions of flower sculpturing and flower arranging.

Content of the book is not particularly well organized and too chatty and conversational for a basic practical "how to" text. The actual procedure once deciphered appears to be complete and easily understood. The reader does have confidence that the author knows her subject. The beginner may have some difficulty using the book as a starting point for a hobby in flower preservation but it would be an excellent supplement to first hand instruction.

The book also contains a good encyclopedia of flowers and their special treatment as well as a teacher's guide and outline for instructing a course in flower preservation.

Reviewed by:
Marilyn Kaiser, B.Sc., (H.Ec.)
City of Calgary Electric System

Cashing in on Computers

A look at what's new in computers — the product and its applications is featured in this issue.

Is There a Computer in Your Future?

Was a computer one of the gifts under your tree this Christmas? Probably for many Canadians it was, as computers seem to be the newest of the "essentials".

A full page advertisement in late October announced their arrival in Edmonton, and a day long promotion at a major hotel invited people to try out the home computer. I was amazed at the number of people coming and going in the half hour I spent at the display.

What does a micro computer have to offer? It was described in this way in the ad —

> One of the greatest problems facing most of us today is lack of time to do all of the things that we would like to do . . . at home and in business.
>
> Time is the most precious commodity in your daily life. And you can achieve a great deal more . . . relax a great deal more, by putting a micro computer to work for you. It is small enough to manage your personal finances, keep a running inventory of your groceries, help your children with their school work, computerize financial accounting systems, do payroll, inventory, tax records . . . and much, much more! You can even use it to play games like backgammon and blackjack.

I was especially interested in the home management applications of personal finance and inventories. After talking to the salesman about their personal financial program I learned there would be no real time saving using a computer — unless one writes 300 or so cheques a month. And what household does?

Perhaps the household applications are ways of justifying the practicality of a home computer to an electronics buff.

Yet the potential for household application is there. Many predict that computers will be in most homes and within five years. A challenge to home economists is to learn more about computers and their potential application in the home.

What Is A Home Computer?

Most home computers include:

1. a keyboard that looks like a typewriter with a few extra symbols.
2. A T.V. screen that displays the questions you type into the computer and its answers (or your questions with the computer's answers).
3. a portable cassette tape recorder to store data.

Some computers consist of components you hook up like a stereo system, others are all-in-one compacts. Many have jacks for add-on equipment.

The main difference between a home computer and a business computer, besides size and price, is that a home computer is simpler to use. Instead of a very detailed instructions a business computer needs to function, home computers are usually ready to do something as soon as they're turned on. There are presently three choices available in home computers.

1. A computer that comes with prepackaged programs to let you play TV games and figure household finances by filling in the blanks.
2. A computer that comes with a few games and finance programs but you learn programming (Like learning a foreign language) with their manual.

   Once you've learned how to program, you can create new jobs for the computer, but often the new jobs require additional computer accessories.
3. A kit or parts for a home designed computer. They're for people who want to experiment and invent with a computer as a hobby.

Although computers with prepackaged programs (as in 1) may be bought in department stores, a computer store or an electronic store is a better place to shop.

Decoding the Computer Ads

There are many unfamiliar terms used to describe computers:

Microprocessor — a small information processing device.

Microcomputer — a small information processing device with a built-in memory for permanent instructions.

Minicomputer — a complete unit housed in a cabinet that might be used to perform various functions in business and industry. A minicomputer might use a microprocessor as its heart with additional external memory and electronics.

CPU — Central Processing Unit — The circuitory that controls everything else in the computer.

Programs — A list of operation for the computer written in its language.

Hardware — the equipment.

Software — The programs.

Basic — The computer language most popularly used in home computers. It uses a combination of some English words and some math symbols. BASIC stands for Beginner's All-purpose Symbolic Instruction Code.

Byte — The space taken by one unit of information — could be a letter of the alphabet, the command to backspace, etc.

K — This refers to 1024 bytes of memory. 4K is the usual capacity.

CRT — Cathode Ray Tube — A T.V. Screen.

The following is a list of some of the Home Computers on the market and where you can obtain more information about them. (Prices are U.S. except for Radio Shack).

Radio Shack TRS-80. Keyboard, TV monitor and cassette recorder as components. Uses BASIC 4K memory about $900. Accessories can be added. (J. Martin, Radio Shack, Box 34000, Barrie, Ont. L4M 4W5).

Apple II. Basic unit is keyboard and memory; connections for 8 accessories. Hooks up to their color TV monitor or your TV set; has its own small speakers. Comes with BASIC. $1095 for 8K memory. Expands up to 48K. (Apple Computer Inc., 10260 Bandley Drive, Cupertino, Calif. 95014).

Bally Home Library Computer. Resembles a video-game, with pistol-type controls but add-on keyboard and 8K memory make it programmable. Hooks up to your TV, uses BASIC. About $800 (JS&A, 1 JS&A Plaza, Northbrook, Ill. 60062).

Commodore Pet. Keyboard, screen and cassette recorder in compact case. Connections for accessories. About $650 for 4K, expandable to 32K (Commodore Business Machines, Inc., 901 California Ave., Palo Alta., Calif. 94304).

Appliances and Computer Controls

You may already have a microcomputer in your home. Pocket calculators, digital watches, electronic television games, and some models of microwave ovens, laundry equipment, sewing machines and stereo turntables are just a few of the appliances that now use electronic controls.

The microcomputer is part of the evolution in electronics. It began with the replacement of vacuum tubes by transitors. Transitors were then combined into "solid state" systems where many transistors were grouped together to form integrated circuits. Then these integrated circuits were combined into **large scale** integrated circuits. Further development added microprocessors so that the circuits would be usable for a number of purposes. A microcomputer is above the microprocessor in complexity. It has a built-in memory for permanent instructions.

Today, we see the term "solid-state" used to describe many appliances. The term applies to anything that is made using transistors or integrated circuits as opposed to vacuum tubes or mechanical parts. It's the combination of integrated circuits into microcomputers that have provided the many advances in appliance capabilities.

The appliances with "the brain" — microwave ovens that have several power levels and that can be programmed in numerous ways, laundry equipment with cycles to meet every laundry need — are a result of the use of electronic controls. The larger, less accurate mechanical controls have been replaced by much smaller electronic controls in the form of microcomputers — resulting in added features and performance improvements.

Likely, we'll see more of these microcomputers in the near future. Ranges, refrigerators, and blenders might all be improved by the use of electronic controls. And it's not unlikely that home security, lighting, humidity and temperature control water heaters, and major appliances may all be controlled from a central microcomputer that will enable homeowners to enjoy greater comfort and convenience and, at the same time, reduce total energy consumption.

CANADIAN HOME ECONOMICS ASSOCIATION
L'ASSOCIATION CANADIENNE D'ECONOMIE FAMILIALE

Occupations C.H.E.A. Members by Province — October 31, 1978

Code:

B Business
D Dietitian
E Extension
G Government
H Homemaker

N Nutritionist
R Reserve (Not employed)
S Supervisor (Education)
SW Social Worker
T Teacher
U University

X Retired
O Other
(1) 1978 Graduates
(2) Graduate Students
(3) Undergraduates

Province	B	D	E	G	H	N	R	S	SW	T	U	X	O	(1)	(2)	(3)	Total
British Columbia	12	1	2	7	4	1	31	4		39	5	16	4	19	3	3	151
Alberta	30	3	55	11	6	4	48	4	1	41	17	19	5	20	8	1	273
Saskatchewan	11	1	2	4	2	1	4		1	12	5	9	1	11	1	2	67
Manitoba	13	1	14	14		2	10	2		18	19	13	3	16	4	2	131
Ontario	100	19	18	33	10	7	74	5	1	143	28	83	27	65	10	9	632
Quebec	14	1		3		4	7	3		12	15	5	2	6	1	1	74
New Brunswick		1	1	4	1		2	3		19	7	6	1	8	1	2	56
Nova Scotia	5	4	3	2	3		5	2		12	12	7	3	6	1	8	73
Prince Edward Is.			1	1			2			2	5	1		5		1	18
Newfoundland	1	1		1	1	1				3	1		1				10
Northwest Terr. and Yukon	1		2	3			3			3							12
Outside Canada	6		1		1	2	7			3	3	3	3		3		32
	193	32	99	83	28	22	193	23	3	307	117	162	50	156	32	29	1529

C.H.E.A. National Office, October 31, 1978.

International Development Research Center

International development and concerns of third world countries are areas where home economists could have valuable input. Too often we are unaware of the problems and issues involved.

- The *IDRC Reports,* a magazine about the work of the International Development Research Center and related activities in the field of international development, is published quarterly and available on request. It's a way of keeping informed on development issues.
- In addition to *IDRC Reports,* the centre publishes a wide range of material on development topics. These include scientific monographs, reports and bibliographies on specific research areas, as well as general interest literature. The publications represent IDRC's interest and activities in agriculture, food and nutrition, population and health, information sciences, and social sciences and human resources.

Have your name added to the mailing list for IDRC Reports, or request a list of past and current publications by writing to:

Distribution Officer
Publications Division
International Development Research Center
P.O. Box 8500
OTTAWA, Ontario K1G 3H9

Highlights of the 1976 Fitness and Sport Survey

This bilingual research publication was issued recently by Fitness and Amateur Sport Branch, Health and Welfare, Canada.

The contents include initial results of a major survey of Canadian participation in fitness and amateur sports activities.

The principle objective of the survey was to provide a comprehensive data base to assist the Fitness and Amateur Sport Branch in evaluation of existing programs, in planning for new programs, and in research of fitness and amateur sport behavior of Canadians.

A few of the findings follow:

- almost 60% of Canadians (14 years and over) take part in at least one form of exercise activity
- walking is the favorite form of *exercise* activity; swimming is the favorite *sport* activity.
- 31% of Canadians would participate more actively if they had more leisure time; 19% would participate if facilities were better/closer/less expensive
- of all Canadians who indicated some participation in sports, 54% of the male population participated as opposed to 46% of the female population.

Additional copies of a brochure are available from:

Promotion and Communication Section,
Fitness & Amateur Sport Branch
Health and Welfare Canada
The Journal Building
635 Laurier Avenue, West
OTTAWA, Ontario K1A 0T6

McDonald's Nutrition Action Pack

What produces the energy needed for active children "to wiggle and jiggle to bounce and pounce"? Food, that's what!

That's how McDonald's Canadian Nutrition Action Pack introduces the conversion of food into energy to children in primary grades.

The Nutrition Action Pack is an eleven page 8½" x 11" bright yellow booklet, that will support efforts being made by Canadian educators to reach the Canadian child with sound, reliable nutrition information. The booklet lists nutrition education activities that make nutrition as interesting and relevant as possible and outlines sources of excellent resource materials and visual aids.

Originally developed by the Education Centre of the Cleveland Health Museum under commission from McDonald's Corporation, the Action Pack has been revised to incorporate and reflect Canadian dietary standards.

Copies of the Nutrition Action Pack may be obtained by sending $1.25 to:

Nutrition Action Pack
c/o McDonald's Restaurant of Canada Ltd.
20 Eglinton Avenue, West
TORONTO, Ontario M4R 2E6

A Guide to Consumer Action

This booklet, issued by the U.S. Office of Consumers' Education, is an effort to respond to the many individuals and groups in search of the know-how necessary for organizing consumer activities. Though it primarily serves the would-be community organization in need of guidance and resources, school personnel seeking consumer education information will also find it helpful.

This 58 page publication includes the following three chapters:

Building Your Consumer Competance
Organizing Other Consumers
Professional Training and Consumer Representation Opportunities

Single copies of A Guide To Consumer Action (HEW Publication No. (OE)77-15800) are available free from:

Consumer Information Center
PUEBLO, CO. 81009
U.S.A.

HOW TO – Cooking Processes and Cookware — by Westbend

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The Canadian Home Economics Association will administer the following awards to outstanding Home Economics students, available for the 1979 - 1980 academic year.

THE MARY A. CLARKE MEMORIAL SCHOLARSHIP

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This scholarship was established as a tribute to Mary Clarke, a valued member of the Canadian Home Economics Association and President from 1952 - 1954.

For a graduate in Home Economics from a Canadian University who is a resident of Canada and who is planning to undertake, or who at present is engaged in, graduate study proceeding to a higher degree. The award will be based on scholarship, personal qualities, past and/or potential contributions to the profession of Home Economics, and financial considerations.

(Canadian Home Economics Association Scholarship Fund Award)

* * *

THE SILVER JUBILEE SCHOLARSHIP

$2,000

The Silver Jubilee Scholarship was established to commemorate the twenty-fifth anniversary of the founding of the Canadian Home Economics Association.

For a graduate in Home Economics from a Canadian University who is a resident of Canada and who is planning to undertake, or who at present is engaged in, graduate study proceeding to a higher academic degree. The award will be based on scholarship, personal qualities, past and/or potential contributions to the profession of Home Economics, and financial considerations.

(Canadian Home Economics Association Scholarship Fund Award)

* * *

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This award will be presented to a graduate in Home Economics, or in a closely allied discipline, from a Canadian University who is planning to undertake graduate study proceeding to a higher degree. Special consideration will be given to a student undertaking post graduate study in foods or food science. The award will be made on the basis of academic achievement, personal qualities, financial need and an intended career in the food industry.

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THE RUTH BINNIE SCHOLARSHIP

2 Awards — $3,500 each

This scholarship was established through the generosity of the late Miss Ruth Binnie, Halifax, Nova Scotia, to promote and encourage the quality of home economics education in Canada.

For a graduate in the field of home economics or home economics education, holder of a professional teaching certificate, who is a resident of Canada, who is planning to undertake, or who is at present engaged in full time graduate study at the master's level in a home economics area at an accredited institution. Preference will be given to candidates in the field of home economics education. The candidate must have a high commitment to teaching and to the profession, one who will follow the principles and practice of home economics education in teaching junior or senior high school students. The award will be based on scholarship, personal qualities, contribution toward home economics education in junior and/or senior high school and potential in the education field.

(Canadian Home Economics Association
Ruth Binnie Scholarship Fund Award)

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Chairman
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CONFERENCE '79

St. John's, Newfoundland is the setting for the 1979 Canadian Home Economics Conference. The University has also declared 1979 as the Year of the Child. So we have planned a core program around children and youth. Some of the sessions planned include peri-natal development, early childhood development, housing design and playgrounds related to children and youth, clothing and textiles — flamability, flame retardants, allergies, psychology of color. With rapid resource development taking place in some of the remote areas of our country a session will be devoted to social impact and the home economists role in minimizing stress on families and communities.

A special one day seminar on "Innovative Developments in the Canadian Fishery" will introduce us to new products, new species and to current problems.

Renowned experts in related fields such as Agnes Higgins of the Montreal Diet Dispensary and Sue Ross of the Vancouver Health Department, will be participating.

Pre- and post-conference seminars will be offered depending on registration. Topics such as "Home Economists in Remote Areas," "Historic Architecture and Restoration" and "Crafts" are being arranged.

COME EAST TO ST. JOHN'S, JULY 3 - 6, 1979.

For More Information Write:

Mary Mackey
CHEA Conference Program Chairperson
Memorial University of Newfoundland
St. John's, Newfoundland A8C 5S7

Photo courtesy of: C.N. Marine

Thank You – For Reading This

The eleven replies to the questionnaire "Thank you for Reading This", which was part of the 1979 Convention kit, may seem insignificant. Nevertheless, appreciation must be expressed to those interested members, who, no doubt expressed the opinions of many of our *Canadian Home Economics Journal* readers.

The suggestions for themes for 1980 included:

Leadership training.
Personal and professional development.
International Development.
The textile industry — problems and solutions.
The role of the home economist.
What C.H.E.A. can do.
Therefore Choose Life.
Home Economics as an area of study.
Working women with family problems.
The Consumer Society — Theme of the '70's — How successful?
How native people and the home economist can work together.
Home economists in the community — focusing on informal, non-traditional programs i.e. store front budgeting consulting — some extension programs.
Explain I.F.H.E. (International Federation of Home Economics). Describe a program in a developing country. Describe work possible for home economists overseas.

A study by the masthead drew a consensus on the following:

Theme for 1980 — The Conserver Society with the various issues focusing on energy, housing, food, and management respectively.

The list of suggestions was excellent and general articles on any one of the above items would be welcome even through they do not relate directly to the focus of a particular issue.

Editors can do only so much. A group of professionals such as we are, spread thinly across a massive geographical expanse, has a difficulty — i.e. the search for authors. A member of the association may have leads to such and the journal committee would appreciate your steering an interested person to the chairman and the committee will take over and communicate with the author directly.

The criticisms we asked for in the questionnaire included

Focus book reviews on themes.
Publish reports on activities of standing committees.
Publish summer school courses at universities.
Publish job opportunities or success stories of innovative work situations i.e. shared jobs.
Aim for a mix of articles for and by academics and non-academics.

All of these statements are useful and there are answers to most of them. Your journal committee has taken these into account and will continue to attempt to make the periodical a reflection of your professional needs.

You too can measure up

Metric Conversion of Retail Scales

Food items that are being weighed in retail stores, such as meat, fish, poultry, produce, cheese and candy, will be sold in grams and kilograms starting next year. For example, when this takes place, food sold by the quarter pound and pound will be sold by the 100 g and kilogram.

The retail food industry will begin scale conversion in three areas, Kamloops, B.C., Peterborough, Ont., and Sherbrooke, Qué., on July 1st, 1979. The rest of Canada will start on January 1st, 1980 and the program should be completed by the end of 1981.

Canada Post too will introduce a completely metric tariff on July 1st, 1979. With effect from that day, postal rates will be based on grams and kilograms rather than on ounces and pounds.

Maîtrisez le mètre

Conversion des balances dans le commerce des aliments au détail

A compter de l'année prochaine, les articles vendus selon la masse (viande, poisson, volaille, fruits et légumes, fromage et sucreries) dans les magasins de détail se vendront en grammes et en kilogrammes. Par exemple, les denrées alimentaires actuellement vendues au quart de livre et à la livre se vendront alors au 100 g et au kilogramme.

Dans le commerce des aliments au détail, la conversion des balances commencera dans trois zones d'essai, soit Kamloops (C.-B.), Peterborough (Ont.) et Sherbrooke (Qué.), le 1er juillet 1979. Le reste du Canada amorcera la conversion le 1er janvier 1980, de sorte que l'application du programme devrait se terminer vers la fin de 1981.

Le Ministère des Postes introduira des tarifs en unités métriques le 1er juillet 1979, date à laquelle les taux tarifaires seront calculés en grammes et en kilogrammes, au lieu d'en onces et en livres.

INDEX
Volume 28, 1978

Ahrens, V.D., *The Flammability of Children's Sleepwear: Evaluation of Selected Construction Features,* April, p. 141.

Anderson, Doris, *Abstracts of Current Literature,* October, p. 286-287.

Abu-Laban, Sharon McIrvin, Ph.D., *The Family Life of Older Canadians,* January, p. 16-25.

American Fabrics and Fashions, *Sleeping in Comfort on Very Cotton Comfortcale,* 112: 36-37, July, p. 211.

Bowar, Miriam T., *Clothing for the Handicapped, Rehabilitation Publication 737,* Book Review by Anne Kernaleguen, Ph.D., January, p. 71.

Bowers, Charlotte, *Spring Session — 1976 University of Alberta,* January, p. 5.

Bureau des sciences de la nutrition, Direction generale de la protection de la sante, Ministere de la Sante nationale et du Bien-etra social, *Recommendations Pour des Programmes de Prevention Relativement a l'Alimentation et aux Maladies Cardio-vasculaires,* April, p. 107-109.

Bureau of Nutrition Sciences, Health Protection Branch, Department of National Health and Welfare, *Recommendations For Prevention Programs in Relation to Nutrition and Cardiovascular Disease,* April, p. 105-106.

Burch, Joan and Monte, *Home Canning and Preserving,* Book Review by Evelyn Erdman and Joanne L. Good, October, p. 277.

Carbone, Linda, *Dictionary of Sewing Terminology,* Book Review by Delphine Lemire, October, p. 278.

Comeau, Carole L., *Housing Goes Metric,* July, p. 180-182.

Cook, Nancy, M.Sc.A., *Helping Families in Time of Economic Change, April,* p. 98-100.

Craig Obert, Jessie, *Community Nutrition,* Book Review by Lynda Diener, M.Sc., R.D., October, p. 278-279.

Crosbie, Betty Ann, *Home Economist Image Study — a Synopsis,* January, p. 43-44.

Crown, E.M., *Household Textile Fires in Alberta,* January, p. 55-65.

Crown, Betty, *A Response to the Closet Home Economist,* July, p. 161-162.

Crown, Fenya, *How to Recycle Old Clothes Into New Fashions,* Book Review by Carol Blyth with assistance of Eleanor Mentis, October, p. 278.

Dituri, Bessie, M.D., *The Right Diet: How To Choose It,* Book Reivew by Elizabeth Burton, April, p. 43.

Down, Edith, *Seeing Ireland With I.F.H.E.,* October, p. 237.

Engberg, Lila, *Highlights From The IFHE Council Meeting,* p. 235-236.

Engberg, L., *International Federation of Home Economics,* July, p. 159.

Frigidaire, Division of General Motors, *Microwave Cooking in 3 Speeds,* Book Review by Pamela Twa, B.Sc., H.Ec., July, p. 201.

Goswami, B.C., J.G. Martindale and F.L. Scardino, *Textile Yarns: Technology, Structure and Application,* Book Reivew by Elizabeth A. Richards, M.Sc., July, p. 200.

Government of Canada, *Proposal For A Canadian Commission 1979 International Year Of The Child,* October, p. 260-261.

Government of Canada, Department of Health & Welfare, *Proposition De Creation D'Une Commission Canadienne Pour L'Annee Internationale De L'Enfant - 1979,* October, p. 262-263.

Griffiths, G. Audrey, M.D., *The Health and Physical Development of the Adolescent Student,* July, p. 165-169.

Gronsand, Sally Ann, *Storybook Crochet,* Book Review by Wilma Hayes Cochrane, B.Sc. (H.Ec.), July, p. 68.

Guay, Cyrille, L'*Industrie De La Construction Au Canada Se Convertira Au Systeme Metrique Le ler Janvier 1978,* July, p. 182-183.

Hall, Dr. D.M., E.C. Mora and R.M. Broughtin, *Will textile researchers ever solve the secrets of spider's spinnerettes?,* July, p. 211.

Hulse, J.E., K.O. Rachie and L.W. Billingsby, *Nutritional Standards and Methods of Evaluation for Food Legume Breeders,* Book Review by Marion Vaisey Genser, July, p. 201-202.

Humphries, Mary, *Metric Up-Date,* October, p. 280-281.

Humphries, Mary, *Moving To Metric — Home Sewing,* January, p. 31-32.

Innes, Fran, *St. John's — Site of CHEA Conference '79,* October, p. 296.

Jerome, Suzanne, *Comportement Alimentaire Des Quebecois,* April, p. 135-136.

Judge, J., *Minoans and Mycenaeans, Greece's brilliant bronze age (National Geographic),* October 1978, p. 288, Vol. 153, No. 2.:142.

Kernaleguen, Anne, Ph.D., *Children and Their Toys,* October, p. 258-259.

Kernaleugen, Anne, Ph.D., *Clothing for the Elderly,* January, p. 13-15.

Kieren, Dianne K., Ph.D., *Hey! Hey! Anybody Listening? An Inside Look at Parent-Adolescent Communication,* July, p. 171-175.

Kieren, Dianne K., Ph.D., *Sharing the Load? Division of Labor for Professionally Educated Canadian Women,* April, p. 110-115.

King, Kendall W., William Fougere, Rhyland E. Webb, Gretchen Berggren, Warren L. and Adrien Hilaire, *Abstracts of Current Literature,* **Preventive and Therapeutic benefits in relation to cost: performance over 10 years of Mothercraft Centers in Haiti,** Submitted by Mary Morley, Ph.D., July, p. 210.

Kleeber, Irene Cummings, *The Home Energy Saver; All the Facts You need to save Energy Dollars,* July, p. 204.

Larson, Judith La Belle and Carol Waugh Gull, *The Patchwork Quilt Design and Coloring Book,* Book Review by Sarah Statler, January, p. 71.

Lawson, Donna, *Oldies But Goodies,* Book Review by Tommie Ryan, January, p. 69.

Liddell, Louise A., *Clothes and Your Appearance,* Book Review by Barbara Lydiatt, B.A.Sc., October, p. 278.

Lindahl, July, *Decorating With Fabric,* Book Review by Barbara Taylor, B.H.Ec., October, p. 277-278.

Lyle, Dorothy Siegert, *Performance of Textiles,* Book Review by Elizabeth A. Richards, M.S., July, p. 199.

Majeed, A. and Y. Chang, *Nutritional evaluation of lentil protein,* April, p. 140.

McNeil, Marilyn, B.Sc. H.Ec., *Another Response To "A Closet Home Economist",* Submitted on behalf of the Alberta Home Economics Association, Special Committee on Registration and with the support of the Alberta Home Economics Association Executive, October, p. 240-241.

Mitchell, John J., Ph.D., *Game Proof,* July, p. 176-179.

Montgomery, G.F., *Product Technology and the consumer,* October, p. 287.

Morley, Mary, Ph.D., *Abstracts of Current Literature,* July, p. 184-187.

Murray, T.K., and Heather Nielsen, *Nutritional Status of Aged Canadians,* January, p. 6-12.

Myers, Shirley, *Families and the Economy Committee,* January, p. 54.

Myers, Shirley, *Report of Families and the Economy Committee,* April, p. 137.

Nielsen, Jean, *Clothing Consumption in Canada,* April, p. 120-130.

Nutrition Committee, Canadian Paediatric Society, Canadian Journal of Public Health, *Breast Feeding: What is Left Besides the Poetry?* October, p. 243-253.

Olness, Karen, M.D., Nadine Vester, B.A. M.Ed., Aileen Whitmore, B.H.Ec., *Raising Happy Healthy Children,* July, p. 202-203.

Panter, Gideon G., M.D., ad Shirley Motter Linde, M.S., *Now That You've Had Your Baby . . .,* Book Review by Pat Gunton, M.D., April, p. 144.

Park, Edna W., *Sic Transit Gloria,* October, p. 297.

Pines, Ayala and Reuven Gal, *The effect of food on text anxiety,* October, p. 287-288.

Pipes, P.L., *Nutrition in Infancy and Childhood;* Reviewed by Bretta Maloff, B.H.Ec., Dip. Nut., R.D., April, p. 145.

Pomazal, R.J. and J.D. Brown, *Understanding drug use motivation: a new look at a current problem,* January, p. 77.

Proulx, Monique, *Five Million Women (A study of the Canadian housewife),* October, p. 274-276.

Rae, J.E., M.Sc. and T.K. Murray, Ph.D., *Nutrition and Heat Disease — Guidelines for Health,* April, p. 100-104.

Robertson, E.C., *The Right Combination,* Reviewed by Suzanne Tenold, R.D., July, p. 200-201.

Rosefsky, Robert S., *Personal Finance and Money Management,* Reviewed by Judy Lloyd, B.Sc. (H.Ec.), R.I.A., October, p. 279-280.

Safilios-Rothschild, *Love, Sex and Sex Roles,* Reviewed by Barbara MacDougall, B.Sc. (H.Ec.), B.Ed., M.Sc., January, p. 67.

Schlesinger, Benjamin (editor), *Sexual Behavior in Canada: Patterns and Problems,* Reviewed by Barbara MacDougall, January, p. 65.

Shutz, H.G., S.M. Moore and M.H. Rucker, *Predicting food purchase and use by multivariate attitudinal analysis,* January, p. 76-77.

Schwenger, C.W., M.D., D.P.H., *Non-Nutritional Factors Affecting the Nutritional Status of the Aged,* January, p. 26-30.

Sheey, Gail, *Passages,* Reviewed by Dianne K. Kieren, Ph.D., July, p. 203-204.

Shymko, Dolores, L., Ph.D., *Quo Vadis? Family Life Education in Canada Past, Present and Future,* January, p. 48-53.

Smith, Helen Wheeler, *Survival Handbook for Preschool Mothers,* Reviewed by Nadine Vester, B.A., M.Ed., and Frances King, B.H.Ec., M.Sc., April, p. 145-146.
Sproles, George B., *New evidence on price and product quality,* April, p. 141-142.
Steckle, Jean, *Home Economics International Development Workshop,* October, p. 234.
Sutherland, Neil, *Children in English Canadian Society,* Reviewed by Rheta A. Rosen, January, p. 69-70.
Swan, F.B., *Relation of home economics professors' philosophic positions to their curriculum beliefs (unpublished Ph.D. dissertation),* January, p. 77-78.
Tully, G.F., *Is solar energy an answer?,* April, p. 141.
Turnbull, S.G., *Development of a performance grading system of a household textile for consumer use,* January, p. 78.
Trychniewicz, M.E. and C.A. Gonzales, *Research Supplement: The Relationship Between Specific Clothing Variables and Self-Concept of Adult Women,* July, p. 189-196.
Viteri, A.L., M.D. and T.N. Tangedahl, M.D., *Abstracts of Current Literature: Alcohol and liver disease,* Submitted by Sister Aboud, M.Sc., April, p. 140.
Wall, Marjorie, Ph.D., *Consumer Use of Fibre and Care Information When Selecting Textile Yard Goods,* October, p. 264-273.
Welsh, Jennifer, *A Letter from a "Closet Home Economist",* April, p. 131-133.
Welsh, Jennifer, *Professional Development Session of the 1977 CHEA Conference "Take Stock — Take Action",* January, p. 45-46.
West, Betty M., revised and expanded by Nancy Greene Eash, M.S., R.D., *Diabetic Menus, Meals and Recipes,* Reviewed by Jean Smith, October, p. 279.
White, Alison, *Children and Their Books,* October, p. 254-257.
Wightman, N., *Abstracts of Current Literature: Saccharin — Are there alternatives?,* Submitted by Eleanor Wein, M.Sc., January, p. 76.
Williams, Sue Rodwell, M.P.H., M.R.Ed., Ph.D., *Nutrition and Diet Therapy, 3rd edition,* Reviewed by Brenda Gracie, January, p. 70.
Willson, Jose and Arthur Leaman, A.S.I.D., *The Dollar-saving decorating Book,* Reviewed by Shirley Urquhart, April, p. 143.
Winick, Myron, editor, *Nutritional Disorders of American Women, vol. 5, Wiley Series on Current Concepts in Nutrition,* Reviewed by Bretta Maloff, January, p. 67.
Worthington, B.S., J. Vermeersch, and S.R. Williams, *Nutrition in Pregnancy and Lactation,* Reviewed by Bretta Maloff, April, p. 144.
Wylie, Betty Jane, *BOOK REVIEWS: Beginnings — A Book for Widows,* Reviewed by Barbara MacDougall, April, p. 143.
Young, Wanda, Ph.D., *A Year Later: A Report from the Executive Committee of the International Federation for Home Economics following the 1976 Congress in Ottawa,* January, p. 35-42.

MISCELLANEOUS
CHEA Awards Available 1978-79 Academic Year, January, p. 86-87.
CHEA 1978 Awards, October, p. 238-239.
CHEA Conference 1978, October, p. 232-233.
Canadian Home Economics Journal Guide for Authors, April, p. 117-119.
Happenings, January, p. 84-85.
Happenings, July, p. 218-223.
Happenings, October, p. 292-295.
Happenings, April, p. 138-139.
Home Economics Registrations in Canadian Universities 1977-78, July, p. 212-213.
In Memorium — Hazel McIntyre, October, p. 231.
The Joy of Eating — A Guide to Better Nutrition, Reviewed by Suzanne Tenold, R.D., July, p. 215-217.
Metric Update Recipes, April, p. 152.
New Publications & Visuals, October, p. 289-291.
New Publications & Visuals, April, p. 146-148.
New Publications and Visuals, January, p. 80-82.
Canadian Home Economics Association — Occupations C.H.E.A. Members by Province — October 31, 1977, January, p. 88.
Report of C.H.E. Journal Questionnaire Annual Convention, Winnipeg 1977, January, p. 47.
A Tribute to Professor Marjorie Guilford, M.Sc., July, p. 162-163.
What's New, by Jean Wilson, July, p. 206.
What's New, by Patricia S. Mascaluk, April, p. 149-150.
What's New, by Patricia S. Mascaluk, January, p. 72-75.
What's New, by Jean Wilson, October, p. 282-285.

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INDEX
Volume 28, 1978

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CONDITIONS OF MEMBERSHIP

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   - c. was a member in good standing of the unincorporated body known as the Canadian Home Economics Association at the time of the incorporation of the Association and who maintains continuous membership in good standing of this Association.
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Parenting

Two families are examined in depth. Your students follow one couple as they make decisions together before the birth of their child and express their complex feelings as the child grows and their lives change. In the other, the members of a real family tell your students how they feel about one another, the gap between the generations, their opinions on parenting.

Finally, the program reviews the evolution taking place in the parenting process. It shows how social changes have increased the role of institutions and non-family members in the rearing of children. And it emphasizes the ways in which all of us play the parenting role whenever we give love and guidance to children.

- 4 color filmstrips • 4 records or cassettes
- 8 spirit masters • Teacher's Guide

Child Development

Prenatal Care

The Beginning. Good child care begins with decisions made even before the child takes its first breath . . . when a man and woman decide they are emotionally, physically, and financially ready for parenthood. This program presents the importance of good medical care, nutrition and exercise for the pregnant woman. It covers the decisions prospective parents must make before the baby is born—like choosing a doctor and a method of chidlbirth . . . deciding between breast and bottle feeding . . . selecting baby equipment.

- 4 color filmstrips • 4 cassettes or records
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Infant Care

The First Year. Infants grow and learn faster in the first year of life than they ever will again. During this time, they are entirely dependent on others for all their basic needs. So it is essential for caregivers to know how to best handle all the basic tasks such as bathing, diapering and clothing the child . . . feeding and protecting the child's health . . . providing a safe and stimulating environment. Your students are shown how to provide the kind of warm, physical contact and positive interaction that gives infants a sense of trust and fosters healthy emotional development.

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- 12 spirit masters • Teacher's Guide

Caring for Toddlers

Ages 1-3. At about 18 months of age, the child begins to emerge from babyhood. Toddlers are more physically mobile and have a greater sense of self. They want to test their independence and saying "no" is one of the first ways they find to assert their individuality. Yet they are still very much dependent on parents or caregivers. This program instructs students on how to handle the special problems toddlers have at bedtime and mealtime . . . what to do about toilet training . . . why and how to childproof a home.

- 4 color filmstrips • 4 cassettes or records
- 11 spirit masters • Teacher's Guide

Caring for Preschoolers

Ages 4-6. In the transition period from babyhood to childhood, youngsters are learning to care for their own basic needs—so important before they begin school full-time. This program examines the delicate balance that must be maintained during caregiving to promote intellectual and emotional development. Your students see how different individuals and families care for and interact with preschoolers to build positive attitudes toward food and rest . . . deal with problems like bed-wetting . . . cope with emergencies . . . so children can become contributing members of the family.

- 4 color filmstrips • 4 cassettes or records
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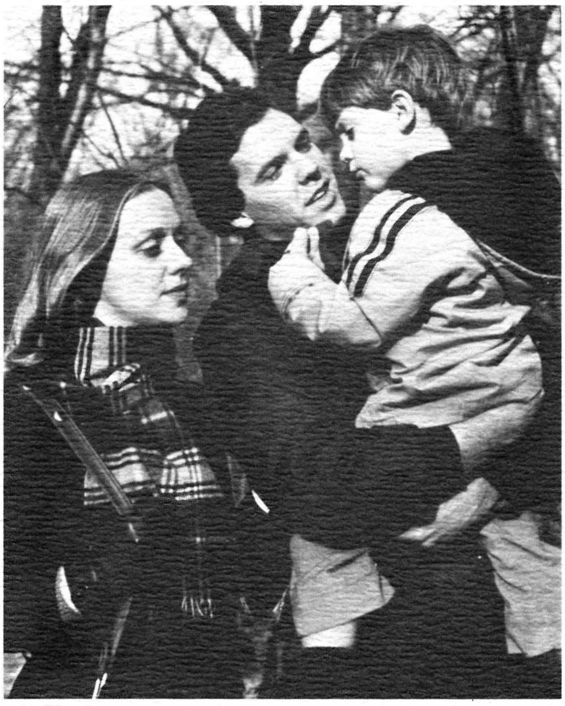
The Child



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Child Care

The Prenatal Period and Infancy

Conception to 2 years. In this sensitive presentation, your students follow a couple through their decision to have a child, conception, the development of the fetus, and the first months of infancy. And they observe the growth patterns of children—from the relatively helpless but complex infant to the two-year-old toddler who is just beginning to explore the world.

- 4 color filmstrips • 4 records or cassettes
- 8 spirit masters • Teacher's Guide

The Toddler

Age 2-3. At age two, a child crosses the threshold from infancy to childhood. Your students observe how the toddler works towards responsibility and self-reliance, establishing a unique identity. The importance of child's play is emphasized. It is serious business, involving the learning of coordination, balance, manual dexterity, and creativity. In addition, your students will better understand how language develops in children, and with it the child's thought processes.

- 4 color filmstrips • 4 records or cassettes
- 8 spirit masters • Teacher's Guide

The Preschooler

Ages 3-5. This program shows how three to five-year olds begin to move away from the home and relate to others in a social environment. Your students watch children express themselves through fantasy play . . . interact with peers . . . learn rules . . . become leaders, followers, even "loners." They observe preschoolers' emotional problems; jealousy of a new brother or sister, romantic attachment to the parent of the opposite sex. And they learn about preschoolers' understanding of time, space, direction, size and shape.

- 4 color filmstrips • 4 records or cassettes
- 8 spirit masters • Teacher's Guide

The School Age Child

Ages 5-10. The period from 5 to 10 is a time of leaving the nest. In this information-packed program, your students discover how five to ten-year-olds stop viewing the world solely from an egocentric viewpoint . . . how they begin to understand casual relationships and extend their experiences . . . how they achieve a balance between the need to cooperate and the need to compete . . . how they stand on the threshold of learning the patterns that lead to adult thought and action.

- 4 color filmstrips • 4 records or cassettes
- 8 spirit masters • Teacher's Guide